

# School Improvement Plan (SIP)

**School Name** Broward Estates ES (0501)

**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
3-5 FSA Test Administration Procedures	Tuesday	4th	4/23/2019 - 4/23/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Helping Students Deal With Test Anxiety	Tuesday	2nd	4/9/2019 - 4/9/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Follow-Up: Preparing Students for Test Success	Tuesday	4th	3/19/2019 - 3/19/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
3-5 Preparing Students for Test Success	Tuesday	2nd	3/5/2019 - 3/5/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Follow-Up: K-5 Hands on Science	Tuesday	4th	2/19/2019 - 2/19/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5

<b>PLC Name</b>	<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>	<b>Grade</b>
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Follow - Up: Using Technology to Engage Students in Learning			1/22/2019 - 1/22/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Using Technology to Engage Students in Learning	Tuesday	2nd	1/8/2019 - 1/8/2019	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Analyzing Student Data - I-Ready Diagnostic #2	Tuesday	3rd	12/18/2018 - 12/18/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Follow- Up - Analyzing Student Work	Tuesday	5th	11/27/2018 - 11/27/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
Analyzing Student Data K-5 Writing	Tuesday	5th	10/30/2018 - 10/30/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
K-2 Analysis of Student Work - Focused on the implementation of the BCPS Interactive Read-Aloud Lessons 3-5 Implementation of Student Work - Focus on the implementation of center activities aligned to Mathematical Practices	Tuesday	3rd	10/16/2018 - 10/16/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
K-2 Literacy Centers/3-5 Literacy Center Activities Aligned to Mathematical Practices	Tuesday	1st	10/2/2018 - 10/2/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5
K-2 Implementing the BCPS Interactive Reading Lesson Plan	Tuesday	3rd	9/18/2018 - 9/18/2018	3:15 PM - 4:15 PM	K, 1, 2

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Analyzing Student Data-I-Ready Diagnostic 1 & RTI Referral Submission	Tuesday	2nd	9/4/2018 - 9/24/2018	3:15 PM - 4:15 PM	K, 1, 2, 3, 4, 5

## BEST PRACTICE #2

### An Embedded High Quality RtI Process

#### RESPONSE TO INTERVENTION (RTI)

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

#### Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	63	19.00	1.60	0.00	44.40	4.80
02	58	12.10	0.00	0.00	46.60	6.90
03	76	14.50	0.00	0.00	31.60	6.60

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
04	94	16.00	1.10	0.00	41.50	6.40
05	68	19.10	1.50	0.00	32.40	10.30

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

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Monday Thursday	1st, 2nd, 3rd, 4th, 5th	10/1/2018 - 5/23/2019	9:00 AM - 2:30 PM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

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

<b>Self-Assessment Ratings</b>
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<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></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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<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
0501_SAC-MeetingDates_2018_2019.doc	November	None	11/2/2018
0501_SACMEETINGMINUTES_090518_.doc	November	Developed	11/2/2018
0501_SAF-Bylaws-.doc	November	SAF ByLaws	11/2/2018

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0501_9518_SACAGENDA.pdf	November	Developed	11/2/2018
0501_101718_SACMINUTES.pdf	November	Monitored	11/2/2018
0501_101718_SACSIGNINSHEET_.pdf	November	Monitored	11/2/2018
0501_101718_SACAGENDA_.pdf	November	Developed	11/2/2018
BEES-SAC-11_2_18.pdf	November	None	11/2/2018

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	295	508 of 717	-295	150	300

## 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?**

Instructional coaches provide teachers with school-wide instructional focus calendars for each subject area. During the 21 day instructional cycle, the teachers must teach standards, assess the students understanding and provide remediation for students that didn't score a 70% or higher. Evidence that is collected to ensure that classroom instruction is aligned is data from school wide Show What You Know assessments progress reports from iReady reading and math. Instructional coaches also meet with grade levels during common planning to assist teachers in planning and providing resources. Class room walk throughs and observations are also conducted by administration as well as instructional coaches.

### **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 texts from core supplemental, and intervention programs, we have purchased the National Geographic magazines to extend content area learning. This resource provides relevant content across subject matters, adjusted based on grade level. We also have access to Newsela, which is a site that offers current event articles across various content areas. This site allows the reader to adjust the Lexile level of the passages to meet the needs of the readers and the teacher can assign articles to the students to read. Our reading resource room is an additional source for informational text and teachers are supported by the Literacy Coach as they select text to address student needs as well as the Language Arts Florida Standards that address integrating knowledge and information, which our FSA data indicated as an area for growth across our school.

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

As evidenced in our SES Band Data, Literacy is our greatest area of need. We have selected to focus on this area due to the lack of student proficiency that we are continually faced with. Our trend data indicates growth in learning gains, but proficiency is still lacking. Honest reflection and collaborative conversations have made it clear that the issues our 3<sup>rd</sup>-5<sup>th</sup> grade readers struggle with are rooted in a lack of foundational skills. Our Benchmark Assessment Data as well as our iReady reading data indicates a need for phonics and vocabulary instruction in the intermediate grades. To cease this issue, our team is focused on instructional support for primary teachers and researched based interventions for our primary students. This work is in an effort to ensure that all K-2 students are proficient in reading by the start of third grade.

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

This year we will scale up small group guided reading instruction as a BEST Practice. Research shows that teacher integration of literacy-related instructional strategies facilitates student learning across all content areas. With the use of content-specific information, it is through the literacy skills of reading, writing, listening, speaking, viewing and presenting that students acquire and retain content knowledge and content-specific abilities. As a result, Broward Estates will scale-up this BEST practice by the following: Data-Driven Instruction, Standards-Based Lessons, Effective Teaching Strategies, Ability Grouping, Timed Rotations, One-on-One Instruction and reoccurring Teacher Feedback.

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

Small group guided reading instruction as a BEST Practice will be scaled up in detail by the following:

- Rereading familiar texts
- Book introduction
- Reading of a new text
- Post-reading discussion
- Follow-up activities

In addition, guided reading binders will be provided to all K-3 teachers on Friday, October 20th which will include look fors, lesson plan templates, information on shared and interactive read alouds, and decoding and comprehension strategy reference sheets. The Fountas and Pinnell prompting guides will also be distributed. Each grade level will receive modeling and push-in support on how small group guided reading is took look like in their individual classrooms.

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

To ensure that learning is accessible for all learners, our teachers deliver instruction in whole group first, which allows them to teach the standards at grade level, to all students. Then, the teachers address the ability and skill needs of students through small group instruction. These method of instructional delivery ensures that all learners have access to grade level and ability level content.

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

Tier 1 Standards-Based classroom instruction at Broward Estates Elementary will be implemented properly and effectively through a balanced literacy approach. The Balanced Literacy Approach has five elements to develop our scholars into lifelong readers which include read-alouds, guided reading, shared reading, independent reading and word study. Each area will be supported through our professional development calendar and professional learning communities. In addition, our Literacy Coach will conitnually model and monitor the expectations for the Balanced Literacy Approach.

### **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 that all students have access to a balanced literacy block, the teachers facilitate the following:  
-Whole group interactive read alouds using BCPS created lesson plans and science/social studies based text  
-Whole group shared reading lessons using complex text and grade appropriate reading strategies



- Small group guided reading using our Scholastic Leveled Library
- RTI interventions using the Journeys Toolkit

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Support standards based instruction via PLCs, PD, and Coaching Support	Tamara Florence; Rasheeda West; Cyntheria Hunt	5/31/2019	Bi-weekly professional development and PLC's to support this goal	
Support Interactive Read Alouds via PLCs, PD & Coaching Support	Tamara Florence; Rasheeda West; Cyntheria Hunt	5/31/2019	Bi-weekly professional development and PLC's to support this goal	

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**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
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Support standards based instruction via PLCs, PD, and Coaching Support	Tamara Florence; Rasheeda West; Cyntheria Hunt	5/31/2019	Bi-weekly professional development and PLC's to support this goal	
Support Interactive Read Alouds via PLCs, PD & Coaching Support	Tamara Florence; Rasheeda West; Cyntheria Hunt	5/31/2019	Bi-weekly professional development and PLC's to support this goal	

# School Improvement Plan (SIP)

School Name Dillard ES (0271)

School Year 2018 - 2019

## BEST PRACTICE #1

**A Focused and Authentic PLC**

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01	128	23.40	2.30	0.00	35.20	10.90
02	151	23.20	2.00	0.00	47.00	15.20
03	136	18.40	5.10	0.00	36.00	11.00
04	106	26.40	5.70	0.00	50.90	17.00
05	112	17.90	2.70	0.00	27.70	6.30

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

#### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	1st, 2nd, 3rd, 4th, 5th	9/27/2018 - 162019-01-05	8:30 AM - 2:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SACCommittee-Membership18.pdf	October	SAC ByLaws	11/5/2018
DES_SAC-ByLaws18.pdf	October	SAC ByLaws	11/4/2018
DESSACSept18.pdf	October	Developed	10/26/2018

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	368	197 of 717	-368	114	227

### **Goals**

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

The content area of focus for improving student achievement will be Reading Proficiency due to the FSA 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?**

Teachers will engage in weekly Professional Learning Communities (PLC) with the Literacy Coach, to improve instructional planning and lesson delivery.

This will include: identifying target standards and aligning resources  
identifying High Yield Strategies to effectively deliver lessons  
reviewing student data to provide differentiated instruction  
Sharing Best Practices with team

Literacy Coach and teachers will collaborate weekly for reading lessons plans to identify and align instruction with state standards.

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

Literacy Coach will share knowledge from all District Professional Learning with teachers to ensure teachers receive a variety of methods, resources and strategies for implementing High Quality instruction.

Teachers will participate in weekly professional learning led by instructional coaches, meet with content area team members, to review and plan instruction with a focus on standards-based lessons.

Quarterly Data Analysis will drive instructional practices/resources to be used to remediate and/or enrich students. (i.e. Coach and administration will monitor schoolwide scores as students complete assessments and meet quarterly with teachers to discuss data, trends, and instruction)

Literacy Coach and teachers will have a designated day/time every week to plan for the next week's Instructional Focus and discuss previously covered standards.

Coaches will create Quarterly Goals to better progress monitor grade level/school-wide areas of success and/or concerns.

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

School City Assessments-monitored monthly

iReady Data-monitored quarterly

Benchmark Assessment System (BAS)-is monitored quarterly

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

School has an extended day to include an extra hour for reading intervention daily.

Response to Intervention (RTI) Process-students working substantially below grade level based on data and teacher observation are referred for the RTI process.

Interventions-based on student's deficiency they receive extra academic support based on student data.

Additional small group instruction is provided, daily as pull/push-in support for targeted 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)?**

Teachers collaborate weekly with Instructional Coaches to design High Quality lessons to meet the needs of all learners.

Teachers use a variety of instructional practices to meet the needs of the full range of learners in their classroom i.e. provide options for perception,clarify syntax and structure, activate or supply background knowledge, provide options for expression and communication and foster collaboration and community.

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

Literacy Coach develops a standards-based Instructional Focus Plan to include implementation of a Balanced Literacy Approach. Teachers are provided with a training at the beginning of the year to identify how to effectively implement the Focus Plan. Additionally, support is provided on a weekly basis with a Professional Learning Community led by the Literacy Coach.

Coach and Administrators are conducting weekly Classroom Walkthroughs to monitor implementation and provide support as needed.

Coaches use the Coaching Cycle and provide immediate feedback to help with corrective actions and provide individualized teacher support.

The schoolwide schedule includes an uninterrupted 90 minute reading block.

Instruction is explicit, systematic, scaffolded, differentiated and guided by data.

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

Journeys is the Core Program for grades K-5.

Supplemental Programs include: District created Interactive Read Aloud (IRA) Lesson Plans, Scholastic Readers

Intervention Programs include: Phonics for Reading, Leveled Literacy Intervention (LLI), Journeys Tool Kit and Write-In Reader

School Reading Resource Room- to include leveled text with a variety of genres for students.

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Create Data Driven Lesson Plans using student data	Adrienne Basden, Literacy Coach, Gretchen Atkins-Brown	4/4/2019	Professional Learning Community (PLC)	
Teachers develop standards-based lesson plans as a team. Teachers delivery High Quality instruction and use student data to adjust delivery.	Adrienne Basden, Literacy Coach, Gretchen Atkins-Brown	4/29/2019		N/A



# School Improvement Plan (SIP)

School Name Dillard ES (0271)

School Year 2018 - 2019

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Driven Instruction	Tuesday Wednesday	2nd3rd	8/28/2018 - 4/24/2019	8:30 AM - 2:30 PM	K, 1, 2, 3, 4, 5

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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)

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

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	128	36.70	5.50	0.00	33.60	21.10
01	128	23.40	2.30	0.00	35.20	10.90
02	151	23.20	2.00	0.00	47.00	15.20
03	136	18.40	5.10	0.00	36.00	11.00
04	106	26.40	5.70	0.00	50.90	17.00
05	112	17.90	2.70	0.00	27.70	6.30

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

#### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
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## 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	
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<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	

No Evidence/Artifacts

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## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Teachers develop standards-based lesson plans as a team. Teachers delivery High Quality instruction and use student data to adjust delivery.	Adrienne Basden, Literacy Coach, Gretchen Atkins-Brown	4/29/2019		N/A

# School Improvement Plan (SIP)

**School Name** Dr. Martin Luther King Montessori Academy (1611)

**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
1611 K-5 Mathematics and ELA; 5th Grade Science PLC	Tuesday	2nd4th	9/18/2018 - 4/23/2019	3:00 PM - 4:00 PM	K, 1, 2, 3, 4, 5

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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)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	66	22.70	7.60	0.00	36.40	7.60
01	74	16.20	5.40	0.00	31.10	6.80
02	60	18.30	10.00	0.00	31.70	13.30
03	68	17.60	10.30	0.00	38.20	13.20
04	72	20.80	8.30	0.00	38.90	8.30
05	63	11.10	3.20	0.00	49.20	4.80

**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 Dr. Martin Luther King, Jr. Montessori Academy to improve the academic performance of students include the following:

ELA Strategies:

- Uninterrupted Intensive Reading Hour in grades K-5 (Extended Hour)
- Uninterrupted 90-Minute ELA Block in grades K-5
- Primary Phonics used for phonics instruction in grades K-1
- Phonics for Reading used for phonics instruction in grades 2-5
- Wordly Wise used for vocabulary development in grades 3-5
- Super QAR used for comprehension support in grades 2-5
- QuickReads used for fluency practice in grades 2-5
- Journeys Literacy and Reading Tool Kit used to support all components of reading in grades K-5
- Leveled Literacy Intervention (LLI) used to support all components of reading in grades K-5
- i-Ready used to support all components of reading in grades K-5
- Push-in Support by Instructional Coaches
- ELO English/Language Arts Camp for grades 3-5

## Mathematics Strategies:

- Calendar Math used to build foundational skills in grades K-5
- Acaletics used to spiral all math standards in grades 2-5
- Fluency Drills used to build foundational skills in grades 3-5
- Uninterrupted 70-Minute Mathematics Block
- i-Ready used to enrich and remediate mathematics standards in grades K-5
- Reflex Math used to build fluency with foundational skills in grades 3-5
- Push-in Support by Instructional Coaches
- ELO Math Camp in grades 3-5

## Science Strategies:

- STEMscopes program in grades K-5
- Science A-Z
- Science Push-in for grade 5
- JJ Boot Camp for grades 3-5
- ELO Science Camp

## RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/12/2018 - 5/29/2019	8:30 AM - 3:00 PM

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
1611_MLK_SACbylaws_2018.pdf	November	ByLaws	11/2/2018
1611_MLK_SACNotes91818.docx	October	Developed	10/30/2018
1611_MLK_SACNotes_101618.docx	October	Developed	10/30/2018
MLK_SACAgenda_101618.docx	October	Developed	10/30/2018

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1611_mlk_sacomp_2018_2019.pdf	October	Developed	10/30/2018
1611_mlk_sacomp_2018_2019.pdf	October	None	10/18/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	314	428 of 717	-314	141	281

### 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?

Literacy will be the area of focus for improving student achievement.

# School Improvement Plan (SIP)

**School Name** Dr. Martin Luther King Montessori Academy (1611)

**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)**

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

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Self-Assessment Ratings	
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No Evidence/Artifacts

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## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	314	428 of 717	-314	141	281

### **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?**

Literacy will be the area of focus for improving student achievement.

# School Improvement Plan (SIP)

School Name Oakland Park ES (0031)

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
OPE 2018-2019	Thursday	2nd4th	10/1/2018 - 6/3/2019	7:30 AM - 8:15 AM	Pre K, K, 1, 2, 3, 4, 5

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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)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	88	27.30	3.40	0.00	48.90	17.00
01	116	22.40	3.40	0.00	32.80	9.50
02	90	16.70	0.00	0.00	22.20	1.10
03	114	14.00	4.40	0.00	26.30	6.10
04	104	21.20	4.80	0.00	49.00	11.50
05	110	24.50	1.80	0.00	37.30	8.20

**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 consists of an improved RtI process to identify students who are struggling academically, as early as possible, and to begin interventions immediately. Also a more focused phonics instruction for grades K-3, to ensure students are reading on grade level by 3rd grade.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 3rd	8/21/2018 - 5/28/2019	9:30 AM - 2:30 PM

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

No Evidence/Artifacts

#### SCHOOL ADVISORY COUNCIL (SAC)

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

**SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
0031_SAC_Bylaws.docx	November	SAC ByLaws	11/2/2018
SAC-Dates-2018-19.docx	November	None	11/2/2018
Oakland-Park-SAC-11_2_18.pdf	November	None	11/2/2018
SAC-Signin-10_10_18.pdf	October	Monitored	10/17/2018
SAC-agenda-October-18.docx	October	Monitored	10/17/2018
Sept_12_18_SAC-Meeting-Minutes.docx	September	None	10/17/2018
SAC-Signin-9_12_18.pdf	September	None	10/17/2018
SAC-agenda-Sept-18.docx	September	None	10/17/2018

**BEST PRACTICE #4**

**Scaling Up BEST Practices**

**CONTINUOUS IMPROVEMENT**

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

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	307	459 of 717	-307	144	288

## 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?**

ELA will be the focus for improving student achievement. Based on last year's Florida Standards Assessment results, we decreased in reading proficiency; therefore, we were mandated to provide our students with an additional hour of reading instruction during the school day. .

**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 and professional development will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES band.

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

PLC's will focus on data analysis, specifically in regards to ELA.

A book study using the book, "Great Habits, Great Readers", a comprehensive balanced literacy reading program that supports the development of proficient and engaged readers, will be used by the teachers during PLC's. We will be increasing the use of Thinking Maps through inter-disciplinary curriculum.

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

OPE is using School City's Show What You Know checkpoints and iReady diagnostics to collect data throughout the school year. iReady diagnostics are given in the fall, winter and spring.

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



Through remediation, small group instruction, and data chats, the school is able to ensure the fidelity of students not progressing towards school and sidstrict 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)?**

OPE ensures this by conducting classroom observations, providing opportunities for teachers to participate in PLCs, and making sure teachers are guided and supported by instructional coaches. This happens through common planning and by using the educational framework that guides the development of flexible learning environments that accommodates the learning differneces of all students.

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

The school ensure Tier 1 Standards-Based classrrom instrucion is being implemented properly and effectively through classroom walkthroughs and observations.

**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: Balance Literacy is used for grades K-5 utilizing leveled readers.

Supplemental: iReady is used for grades K-5

Intervention: Curriculum Associates: Phonics for Reading and Rewards is used for grades K-5

OPE has a resource room with multi leveled books which is accessible to all teachers to ensure they are planning using a variety of texts/genres. The use of technology (recodex, document cameras, and computers) also provides the teachers and students with accessibilty to a balance of literacy and informational texts in a variety of mediums.

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

OPE implements the SEL standards daily by welcoming our students to campus and to classrooms with morning greetings. Various classrooms implement morning meetings, sing a hello song in different languages, and we implement the Start With Hello, Sandy Hook Promise initiative.

**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-utilize mindfulness techniques, Go Noodle, Brain Breaks, Frustration Stations, Character Education, and Class Dojo self management activities.

Social Awareness-Implementing Sanford Harmony Curriculum: utilizing get to know you activities such as Meet Up and Buddy Up, Start with Hello songs, provide opportunities for students to debate and teach active listening skills and perspective taking, implementing SAVE Promise Club.

Responsible Decision Making-utilize literature and non-fiction text such as Newsela and Tumble Books to promote responsible behavior, Teaching THINK(true, helpful, inspiring, necessary, kind), implement Be The One Anti-Bullying Program, and implement Think B4 You Post steps

Relationship Skills-OPAL Girls and MODEL Boys Club to build leadership skills and positive relationships

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

OPE incorporates a positive behavior support model to encourage our school's expectations. We utilize CHAMPS to promote structured and positive classroom management.

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Coaching, modeling, PLCs, book study, observations, immediate and specific feedback on instructional practices	Coaches, Teacher Leaders, Administrators	6/3/2019	DBQ, Guided Reading, Thinking Maps, Balance Literacy	

# School Improvement Plan (SIP)

School Name Oakland Park ES (0031)

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
OPE 2018-2019	Thursday	2nd4th	10/1/2018 - 6/3/2019	7:30 AM - 8:15 AM	Pre K, K, 1, 2, 3, 4, 5

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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)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	88	27.30	3.40	0.00	48.90	17.00
01	116	22.40	3.40	0.00	32.80	9.50
02	90	16.70	0.00	0.00	22.20	1.10
03	114	14.00	4.40	0.00	26.30	6.10
04	104	21.20	4.80	0.00	49.00	11.50
05	110	24.50	1.80	0.00	37.30	8.20

**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 consists of an improved RtI process to identify students who are struggling academically, as early as possible, and to begin interventions immediately. Also a more focused phonics instruction for grades K-3, to ensure students are reading on grade level by 3rd grade.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 3rd	8/21/2018 - 5/28/2019	9:30 AM - 2:30 PM

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

No Evidence/Artifacts

#### SCHOOL ADVISORY COUNCIL (SAC)

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**SAC Upload Center**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
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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.

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
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**How does your school-wide policy and practices support the social emotional learning for students?**

OPE incorporates a positive behavior support model to encourage our school's expectations. We utilize CHAMPS to promote structured and positive classroom management.

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Coaching, modeling, PLCs, book study, observations, immediate and specific feedback on instructional practices	Coaches, Teacher Leaders, Administrators	6/3/2019	DBQ, Guided Reading, Thinking Maps, Balance Literacy	

# School Improvement Plan (SIP)

School Name Oriole ES (1831)

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
Oriole Small Group Instruction	Wednesday	1st2nd3rd4th	10/9/2018 - 5/28/2019	3:00 PM - 4:00 PM	K, 1, 2, 3, 4, 5

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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)**

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	97	33.00	0.00	0.00	48.50	20.60
01	100	26.00	1.00	0.00	48.00	17.00
02	116	22.40	3.40	0.00	46.60	12.90
03	114	18.40	2.60	0.00	28.90	7.00
04	117	21.40	0.90	0.00	38.50	9.40
05	85	20.00	0.00	0.00	37.60	5.90

**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 consists of an improved RtI process to identify students who are struggling academically, as early as possible, and to begin interventions immediately. Also a more focused phonics instruction for grades K-3, to ensure students are reading on grade level by 3rd grade.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	2nd, 4th	9/11/2018 - 5/28/2019	8:30 AM - 2:00 PM

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

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SACAgenda-10-30-18-.doc	October	Monitored	11/2/2018
School-Advisory-Council-Meeting-9-13-18.docx	September	Monitored	11/2/2018

---

### BEST PRACTICE #4

#### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	249	642 of 717	1	173	346

# School Improvement Plan (SIP)

School Name Oriole ES (1831)

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
Oriole Small Group Instruction	Wednesday	1st2nd3rd4th	10/9/2018 - 5/28/2019	3:00 PM - 4:00 PM	K, 1, 2, 3, 4, 5

---

## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

### Graduation/College and Career Readiness (Early Warning Indicators)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
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02	116	22.40	3.40	0.00	46.60	12.90
03	114	18.40	2.60	0.00	28.90	7.00
04	117	21.40	0.90	0.00	38.50	9.40
05	85	20.00	0.00	0.00	37.60	5.90

**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 consists of an improved RtI process to identify students who are struggling academically, as early as possible, and to begin interventions immediately. Also a more focused phonics instruction for grades K-3, to ensure students are reading on grade level by 3rd grade.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	2nd, 4th	9/11/2018 - 5/28/2019	8:30 AM - 2:00 PM

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

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SACAgenda-10-30-18-.doc	October	Monitored	11/2/2018
School-Advisory-Council-Meeting-9-13-18.docx	September	Monitored	11/2/2018

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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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	249	642 of 717	1	173	346

# School Improvement Plan (SIP)

School Name Park Lakes ES (3761)

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
Deconstructed Standards, Depth of Knowledge, Formative Assessment Review, Reviewing Summative Data, Cause Data Analysis	Wednesday Thursday	1st2nd3rd4th5th	10/4/2018 - 5/2/2019	7:30 AM - 8:30 AM	Pre K, K, 1, 2, 3, 4, 5

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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)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	155	24.50	1.30	0.00	56.10	15.50
01	183	23.00	0.50	0.00	52.50	10.90
02	162	21.60	5.60	0.00	36.40	12.30
03	223	16.10	2.20	0.00	31.80	8.10
04	200	11.50	3.50	0.00	27.00	4.50
05	205	9.80	2.90	0.00	31.20	2.90

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

We utilize many resources to improve the academic performance of students identified by the early warning system. This includes, but not limited to, iReady, Leveled Literacy Intervention, Progress Monitoring through School City, Reflex (Math), Science4us (Primary Science), Gizmos (Intermediate Science), FUNDations and the use of a Reading Interventionist and other staff including Instructional Coaches for pullout groups.

**RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Friday	1st, 2nd, 3rd, 4th	10/12/2018 - 5/3/2019	8:40 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	
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	

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-&-SAF-meeting-dates.docx	November	Monitored	11/2/2018
SACcompositionreport.pdf	October	Developed	10/18/2018
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SACminutesOctober.docx	October	Monitored	10/18/2018
SACsigninsheetsSeptember.pdf	October	Developed	10/18/2018
SACminutesSeptember.docx	October	Developed	10/17/2018
SACagendaSeptember.docx	October	Developed	10/17/2018
SACagendaOctober.docx	October	Monitored	10/17/2018
SACbylaws.docx	October	SAC ByLaws	10/17/2018

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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.

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	349	271 of 717	-349	123	246

## Goals

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

According to the 2018 Florida Standards Assessment in English Language Arts, students' proficiency levels for the Reporting Category Integration of Knowledge & Key Ideas were below 60%. The target goal is 70% of the students will achieve a level three or higher in the category. Student achievement in this focus area will increase by 20% with strategic and intentional academic instruction. Teachers will provide students with rigorous learning opportunities, which require higher-order thinking skills. Students will engage in literary and informational paired-text during Tier 1 whole group instruction and differentiated small group 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?**

The best practices implemented or scaled-up to improve teaching and learning in order to increase performance are incorporating interactive read aloud, close reads, and shared reading. These best practices are implemented school-wide grades K through five. Teachers carefully select books to read aloud to students focusing on specific standards, vocabulary words, and reading strategies. Students are given the opportunity to interact with each other by engaging in tasks aligned with the reading. Teachers also maximize student learning by close reading the text. Lastly, shared reading is implemented daily to improve student performance.

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

: Professional Learning Community will be scaled-up by professional learning taking place using the CARE Cycle. ELA will improve from 45% to 48% in student proficiency. Math will improve from 48% to 51% student proficiency. Strategies/Activities include: focusing on the curriculum, what students and staff know, creating assessments to determine whether students and staff meet expectations, responding to students and staff who do not meet mastery, and responding to students and staff who meet and exceed mastery. During the PLC the teachers focus on unpacking the standards, planning for instructional cycles and utilizing the conceptual topics to integrate content areas. Teachers also discuss strategies that they can implement in their classrooms depending on their student needs. Coaches, teachers and administrators are responsible for ensuring that the CARE cycle is being implemented. Our PLC communities meet weekly, beginning September and ending in May. Coaches and teachers are encouraged to attend district professional development opportunities which include:

Small Group Guided Reading  
Balanced Literacy  
Benchmark Assessment Training  
Effective Math Block  
Measurement, DATA and Geometry

During these professional development opportunities, budget is set aside for these professional development opportunities. PLC's are monitored by administration. Minutes, agendas and sign-in sheets are reviewed monthly by the in-service facilitator and PD administrator. During the PLC's teachers and coaches discuss students data from assessments, authentic student work and performance tasks. Based on the student data teachers make instructional decisions to meet the specific needs of students following the CARE cycle.

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

The school progress monitors various student data. We use BAS for K-3 students and the frequency is August-December, December- February, and February- May. Standard- Based Reading Assessments and Math Check-Points are every 3 weeks for grade 2-5. We have ELA Text- Based Writing Assessments once a month. Science Assessments are every 4 weeks. I- Ready Reading and Math Diagnostic is from August- December, December- February, and February- May. Oral Reading Fluency Assessments are assessed in August, January, and May.

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

According to student data, teachers reteach skills and provide opportunities for students to show understanding of the concepts taught by means of performance tasks and guided practice. Students are also given the opportunity to increase their success with push in support to assist in their areas of weakness. On-going progress monitoring tools such as checkpoints, cold reads, student work, interactive journals, performance tasks and center activities. Teachers are also given professional development to increase their knowledge of the standards, skills and concepts that will support the teachers instruction to assist the students that are not progressing towards their goal.

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

Through PLC's, professional learning days and attending district professional learning opportunities, teachers prepare and plan effective instruction to meet the needs of all learners. This involves using effective teaching practices, providing differentiate instruction, using different modalities of learning and tracking student data. Teachers focus on the representation of learning the WHAT of learning, action and expression the HOW of learning and the engagement, the WHY of learning.

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

The school ensure Tier 1 standards-based classroom instruction is being implemented properly and effectively through accountability of all stakeholders. The team consisting of administration, curriculum coaches, team leaders, teachers, ESE specialist, and guidance counselor meet to disaggregate student data. Once the data is analyzed, a plan of action is developed for all subject areas. Curriculum coaches create grade level standards-based pacing guides for reading/social studies, writing, math, and science. The teachers use the pacing guides when planning lessons aligned to the standards. Teachers also engage in daily planning with curriculum coaches to help with gathering resources needed to successfully impact student achievement. Professional Learning Communities are another important element to ensure Tier 1 standards-based instruction is implemented with fidelity. Teachers share best practices and analyze authentic student work.

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

The texts that are used for core and supplemental programs are: Journeys, leveled text, mentor text, science and social studies text, Storyworks, Readworks, CommonLit, paired text, text from Keystones, GO MATH!, EngageNY, ReadyMAFS Teacher toolkit

The text that are used for intervention programs are: i-Ready lessons, Go Math! Intervention and Strategic Intervention for Go Math!, LLI, Phonics for Reading, Foundations, Quick Reads, 6-Minute Solutions, Journeys Toolkit.

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

These are the resources that our school currently uses for SEL.

1. Leaps
2. Sanford Harmony
3. Biblo-Therapy
4. Kid of Character- Publix magazine and videos from Prevention department
5. [www.browardprevention.org](http://www.browardprevention.org)

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

The lessons are taught in the classroom by teachers and the guidance counselor using the resources listed above.

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

The lessons focus on self-management, respect, self-esteem, and more. Students make connections with various activities, book discussions with peers, and having the opportunity to share their personal feelings.





# School Improvement Plan (SIP)

School Name Park Lakes ES (3761)

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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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
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**RtI Team Meeting Schedule**

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

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

No Evidence/Artifacts

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## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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These are the resources that our school currently uses for SEL.

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2. Sanford Harmony
3. Biblo-Therapy
4. Kid of Character- Publix magazine and videos from Prevention department
5. [www.browardprevention.org](http://www.browardprevention.org)

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

The lessons are taught in the classroom by teachers and the guidance counselor using the resources listed above.

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

The lessons focus on self-management, respect, self-esteem, and more. Students make connections with various activities, book discussions with peers, and having the opportunity to share their personal feelings.





# School Improvement Plan (SIP)

School Name Rock Island ES (3701)

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
3701 LAFS-MAFS_5	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	5
3701 LAFS-MAFS_4	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	4
3701 LAFS-MAFS_3	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	3
3701 LAFS-MAFS_2	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	2
3701 LAFS-MAFS_1	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	1
3701 LAFS-MAFS_K	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	K

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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	83	21.70	0.00	0.00	27.70	9.60
01	91	20.90	4.40	0.00	35.20	11.00
02	94	12.80	0.00	0.00	26.60	2.10
03	104	16.30	7.70	0.00	46.20	13.50
04	93	19.40	5.40	0.00	51.60	18.30
05	95	13.70	8.40	0.00	49.50	10.50

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

1.) All students identified by the early warning system will receive tiered interventions through the Multi-Tiered System of Supports in Leveled Literacy Intervention (LLI), Foundations, Rewards, and Phonics for Reading, Everglades, and Go Math Intensive, where appropriate. These students will follow the Rock Island Elementary "Flight Plan", receiving quarterly intervention with a focus on reading recovery, phonics and phonemic awareness, comprehension, and vocabulary.

- 2.) All students identified as performing in the lowest quartile (2nd - 5th) will participate in the school's "Flight Plan" receiving quarterly intervention with a focus on reading recovery, phonics and phonemic awareness, comprehension, and vocabulary based on performance data.
- 3.) All students identified as performing in the lowest quartile (2nd - 5th) will be closely monitored by the school's leadership team using the Student Success Binder on a quarterly basis to review student academic progress in ELA and Math. Instructional coaches and the school counselor will use the data to support grade levels individual teachers with support strategies, as well as provide targeted small group instruction.
- 4.) All students identified by the early warning system will participate in Rock Island's Check In Check Out program and receive small group counseling sessions as identified by the School Counselor, leadership team, and Social Worker using The Leader in Me program. The School Counselor and RtI:B team will assist teachers with behavioral interventions.
- 5.) All student's academic progress will be monitored using School City, the Benchmark Assessment System, and performance based tasks on a weekly, monthly, and quarterly basis. Quarterly parent teacher conference nights will be held to inform parents of progress.
- 6.) All students will be monitored closely during weekly Professional Learning Communities by classroom teachers and remediation activities identified for them.
- 7.) All students will participate in Rock Island's attendance initiative led by the Principal and Social Worker. Students who are present for the entire month and have no tardies recorded, will receive a monthly incentive.
- 8.) All students will participate in extended day instruction in Literacy (60 minutes).
- 9.) Instructional Coaches and Literacy Consultant support grade levels and individual teachers with instructional strategies.
- 10.) On-going professional development per grade level on multi-tiered strategies and support.
- 11.) Parent and Teacher meetings to support the home/school connection and updated reports to parents on a quarterly basis using the Student Success Academic Binder.
- 12.) Teachers will receive ongoing professional development on the multi-tiered system of supports, problem identification, and data-based problem solving to identify appropriate Tier 2 and Tier 3 interventions, progress monitor, and assess student progress.

Interventions used in ELA include:

- 1.) Leveled Literacy Intervention (LLI)
- 2.) Foundations
- 3.) Phonics for Reading
- 4.) Rewards

Interventions used in Math include:

- 1.) Go Math Strategic
- 2.) Go Math Intensive
- 3.) Everglades Math

### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	2nd, 4th	9/20/2018 - 5/30/2019	10:00 AM - 2:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Sac-Minutes-10.2.2018.docx	October	SAC ByLaws	11/2/2018
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SAC-Sign-in-Sheet-September.pdf	September	SAC ByLaws	11/2/2018
SAC_SAF-Meeting-Dates.docx	September	SAC ByLaws	11/2/2018
SAC-Composition-Report18.19.pdf	October	SAC ByLaws	11/2/2018
Sac-Agenda-9.11.18.docx	September	SAC ByLaws	11/2/2018
RIE-SAF-Bylaws-18.19.docx	October	SAF ByLaws	11/2/2018
3701_RockIslandES_SAC_Bylaws_18.19.doc	October	SAC ByLaws	11/2/2018

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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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	233	668 of 717	-233	181	362

## Goals

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

English Language Arts is the focus at Rock Island Elementary School. Based on the 2017-2018 Florida Standards Assessment (FSA), 25% of students in grades 3-5, were proficient in ELA, 30% achieved learning gains, and 35 of the lowest quartile achieved learning gains.

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

The following BEST Practices will be implemented and/or scaled up:

- 1.) Standards based instruction in English Language Arts.
- 2.) Teachers will receive in house professional development in Guided Reading, Interactive Read Alouds, Shared Reading, Writing, Standards based-instruction, and Standards based planning.
- 3.) Teachers receive tiered support in the classroom through modeling, timely feedback, and review of data.
- 4.) The extended hour is established at the beginning of the day and is considered sacred time. All students receive small group instruction using a research based program.
- 5.) 2. Tier I instruction will be provided to all students based on a Balanced Literacy Approach for teaching reading (guided reading, read alouds and use on fiction and non-fiction text). Based on the Benchmark Assessment System (BAS) data, 17/18 Florida Standards Assessment data and quarterly I-Ready Diagnostic data, intensive interventions will be identified for each student beginning with building foundational skills and progress based on the progression of reading development.
- 6.) Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and the Rocket Power Hour (extended hour).
- 7.) Students will be placed in homogenous groups and 4/5 grade vertical reading team by the Literacy Team.
- 8.) The Literacy Coach will provide professional development to teachers in implementing intervention programs in August, how to utilize Leveled Literacy Intervention (LLI) based on the Benchmark Assessment System (BAS) data, 17/18 Florida Standards Assessment data and quarterly I-Ready Diagnostic data. in early September.
- 9.) The ELA Action Plan for Rocket Power Hour will be implemented for students on tier II and tier III.

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

1. The Instructional Leadership Team will implement and monitor twice monthly the progress of the Lowest Quartile ELA Flight Plan for Action.
2. Tier I instruction will be provided to all students based on a Balanced Literacy Approach for teaching reading (guided reading, read alouds and use on fiction and non-fiction text). Based on the Benchmark Assessment System (BAS) data, 17/18 Florida Standards Assessment data and quarterly I-Ready Diagnostic data, intensive interventions will be identified for each student beginning with building foundational skills and progress based on the progression of reading development.
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7. The ELA Action Plan for Rocket Power Hour will be implemented for students on tier II and tier III.

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

1. I-Ready Reading diagnostic will be administered three times yearly.
2. Benchmark Assessment System and progress monitoring tools for intervention programs will be administered monthly.
3. A summative ELA assessment will be administered quarterly.
4. Data chats will be conducted with teachers after each quarterly assessment to identify further identify student support and revise goals. Teachers will leave with an action plan to remediate and enrich students.
5. Bi-weekly formative assessments in ELA will be administered based on the current standards.

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

- (1) Rock Island implements the Flight Plan where our lowest quartile students receive targeted interventions each quarter. These students are monitored by the leadership team on a weekly basis.
- (2) Goals are identified for each student and their performance data on each formative assessment is tracked.
- (3) Students receive support through the Multi-Tiered Systems of Support.

## **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)?**

- 1.) Professional Learning Communities are established and held each week. This is considered protected time devoted to planning standards based instruction, that is rigorous, aligned to the standard, and allows for differentiation. Coaches provide guidance and support.
- 2.) Academic coaches and administration conduct classroom walkthroughs to collect trend data, ensure instructional fidelity, provide timely feedback, and model instruction for teachers.



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

1.) Professional Learning Communities are established and held each week. This is considered protected time devoted to planning standards based instruction, that is rigorous, aligned to the standard, and allows for differentiation. Coaches provide guidance and support.

2.) Academic coaches and administration conduct classroom walkthroughs to collect trend data, ensure instructional fidelity, provide timely feedback, and model instruction for teachers.

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

The following texts are used at Rock Island:

Core texts include for all grade levels (K-5) - Journeys

Intervention tests include for K-2 - Phonics for Reading, Leveled Literacy Intervention, Foundations

Intervention tests include for K-2 - Phonics for Reading, Leveled Literacy Intervention, Rewards, Ready LAFS, and Document Based Questioning.

Academic Coaches provide the needed materials to each teacher based on an analysis of student need. Each classroom has a robust library filled with a variety of rich texts leveled by reading levels and genre.

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

(1) Students receive daily SEL instruction during Morning Meetings on recognizing and accurately labeling emotions and identifying “Right Ways” and “No Ways” to respond appropriately in presented situations. Lessons are presented using LEAPS.

(2) Students receive small group learning in the SEL lab on demonstrating ways to express their emotions in a socially acceptable manner.

(3) Students receive small group lessons in classrooms from the school counselor on controlling impulsive behavior.

(4) Identify “Safe Person, Safe Place”.

(5) Mediation session led by peers and adults to help students identify and resolve conflicts.

(6) Students participate in LEAPS lessons daily (with a monthly focus) on making and keeping friends, and brainstorming effective ways to work in groups.

(7) Students participate in Aggression Replacement Training strategies learning social skills, anger management, and moral reasoning.

(8) Students participate in LEAPS lessons daily (with a monthly focus) on making and keeping friends, and brainstorming effective ways to work in groups.

(9) Students utilize the problem-solving wheel to apply constructive approaches in resolving conflict.

(10) Students receive bullying training quarterly on recognizing bullying behaviors, reporting bullying, and using proactive strategies to decrease bullying occurrences.

(11) Students participate in 2 responsibility assemblies yearly (August and January) on defining, identifying, and reporting bullying.

(12) Students participate in daily SEL lessons during Morning Meetings on identifying and demonstrating social norms.

**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 standards are taught daily during Morning Meetings using the Life Excelerator and Assessment of Personal Skills (LEAPS). The school's core values of Be Respectful, Be Responsible, and Be in Control are instituted and referenced throughout the day. SEL is built in every academic area.

A Social Emotional Learning Lab (SEL) was implemented this year to teach the Broward County Schools Social Emotional Learning Standards. Students cycle through the lab weekly to receive instruction on the following standards:

1. Developing self-awareness and self-management skills.
2. Use social-awareness and interpersonal skills.
3. Use social awareness and interpersonal skills to establish and maintain positive relationship.
4. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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

Rock Island's Core Values are: Be Respectful, Be Responsible, Be Kind and Be In Control. These values are infused throughout the building. There is a monthly SEL focus based on these values that lead LEAPS lessons during daily morning meetings.

Morning Meetings are built into the school's master schedule and is a non-negotiable. Teachers are expected to greet students at the door to start the day off right, and allow teachers to identify and address potential concerns.

The School-wide Positive Behavior Plan (SPBP) also infuses the core values. These values and expectations are posted throughout the building.

A Social Emotional Learning Lab (SEL) was implemented this year to teach the Broward County Schools Social Emotional Learning Standards. Students cycle through the lab weekly to receive instruction on the following standards:

1. Developing self-awareness and self-management skills.
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3. Use social awareness and interpersonal skills to establish and maintain positive relationship.
1. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

To establish and maintain positive relationships.

Students also engage in meditation to center their emotions and mindfulness activities in the Social Emotional Learning Lab.

The school counselor conducts small group sessions with retained students, helps them establish goals, and identify action steps in meeting those goals.

Our academic family nights have an SEL component built in to provide parents with skills to address SEL in the home.

At monthly School Advisory Council Meetings, Social Emotional Learning is a topic discussed, updates on what Rock Island is doing, and discussion of further action steps.

**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
	Ms. Sophia Whittaker	6/5/2019		

# School Improvement Plan (SIP)

School Name Rock Island ES (3701)

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
3701 LAFS-MAFS_5	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	5
3701 LAFS-MAFS_4	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	4
3701 LAFS-MAFS_3	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	3
3701 LAFS-MAFS_2	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	2
3701 LAFS-MAFS_1	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	1
3701 LAFS-MAFS_K	Tuesday	1st2nd3rd4th5th	8/28/2018 - 5/28/2019	3:15 PM - 4:00 PM	K

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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	83	21.70	0.00	0.00	27.70	9.60
01	91	20.90	4.40	0.00	35.20	11.00
02	94	12.80	0.00	0.00	26.60	2.10
03	104	16.30	7.70	0.00	46.20	13.50
04	93	19.40	5.40	0.00	51.60	18.30
05	95	13.70	8.40	0.00	49.50	10.50

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

1.) All students identified by the early warning system will receive tiered interventions through the Multi-Tiered System of Supports in Leveled Literacy Intervention (LLI), Foundations, Rewards, and Phonics for Reading, Everglades, and Go Math Intensive, where appropriate. These students will follow the Rock Island Elementary "Flight Plan", receiving quarterly intervention with a focus on reading recovery, phonics and phonemic awareness, comprehension, and vocabulary.

- 2.) All students identified as performing in the lowest quartile (2nd - 5th) will participate in the school's "Flight Plan" receiving quarterly intervention with a focus on reading recovery, phonics and phonemic awareness, comprehension, and vocabulary based on performance data.
- 3.) All students identified as performing in the lowest quartile (2nd - 5th) will be closely monitored by the school's leadership team using the Student Success Binder on a quarterly basis to review student academic progress in ELA and Math. Instructional coaches and the school counselor will use the data to support grade levels individual teachers with support strategies, as well as provide targeted small group instruction.
- 4.) All students identified by the early warning system will participate in Rock Island's Check In Check Out program and receive small group counseling sessions as identified by the School Counselor, leadership team, and Social Worker using The Leader in Me program. The School Counselor and RtI:B team will assist teachers with behavioral interventions.
- 5.) All student's academic progress will be monitored using School City, the Benchmark Assessment System, and performance based tasks on a weekly, monthly, and quarterly basis. Quarterly parent teacher conference nights will be held to inform parents of progress.
- 6.) All students will be monitored closely during weekly Professional Learning Communities by classroom teachers and remediation activities identified for them.
- 7.) All students will participate in Rock Island's attendance initiative led by the Principal and Social Worker. Students who are present for the entire month and have no tardies recorded, will receive a monthly incentive.
- 8.) All students will participate in extended day instruction in Literacy (60 minutes).
- 9.) Instructional Coaches and Literacy Consultant support grade levels and individual teachers with instructional strategies.
- 10.) On-going professional development per grade level on multi-tiered strategies and support.
- 11.) Parent and Teacher meetings to support the home/school connection and updated reports to parents on a quarterly basis using the Student Success Academic Binder.
- 12.) Teachers will receive ongoing professional development on the multi-tiered system of supports, problem identification, and data-based problem solving to identify appropriate Tier 2 and Tier 3 interventions, progress monitor, and assess student progress.

Interventions used in ELA include:

- 1.) Leveled Literacy Intervention (LLI)
- 2.) Foundations
- 3.) Phonics for Reading
- 4.) Rewards

Interventions used in Math include:

- 1.) Go Math Strategic
- 2.) Go Math Intensive
- 3.) Everglades Math

### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	2nd, 4th	9/20/2018 - 5/30/2019	10:00 AM - 2:00 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

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-Minutes-10.2.2018.docx	October	SAC ByLaws	11/2/2018
SAC-Sign-in-Sheet-October.pdf	October	SAC ByLaws	11/2/2018
Sac-Agenda-10.2.2018.docx	October	SAC ByLaws	11/2/2018
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## BEST PRACTICE #4

### Scaling Up BEST Practices

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## Goals

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2. Use social-awareness and interpersonal skills.
3. Use social awareness and interpersonal skills to establish and maintain positive relationship.
4. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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

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1. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

To establish and maintain positive relationships.

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**Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
	Ms. Sophia Whittaker	6/5/2019		

# School Improvement Plan (SIP)

School Name Royal Palm ES (1851)

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
Professional Learning Communities: Collaborative Grades	Monday Tuesday Wednesday Thursday	1st2nd3rd	9/4/2018 - 5/23/2019	3:15 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4, 5

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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)**

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	108	31.50	0.90	0.00	21.30	11.10
01	120	19.20	0.00	0.00	11.70	3.30
02	110	25.50	0.00	0.00	14.50	7.30
03	138	10.10	5.10	0.00	31.90	5.10
04	180	22.80	6.10	0.00	32.20	12.20
05	147	19.00	6.10	0.00	36.70	10.90

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

For the 2017-2018 school year, over 50% of grade 3-5 students scored a level 1 in the ELA or Math Florida Standards Assessment (FSA). As a result, the following strategies were put into place:

- Reading Resource Room
- 4th & 5th grade departmentalized teaching model
- Balance Literacy Approach in grades K-5
- Extended learning time (K-5)
- Implementing the use and monitoring student's data using School City assessment
- IReady reading and math
- Mentoring (5000 Role Models & Mentoring Tomorrow's Leaders)
- Afterschool Tutoring

**RtI Team Meeting Schedule**

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

### **BEST PRACTICE #3**

#### **Optimal Internal/External Relationships**

#### **ACCREDITATION PROCESS**

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

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
sept-2018-19-sign-in-sheet.pdf	November	None	11/2/2018
oct-2018-19-sign-in-sheet.pdf	October	A+ Funds	11/2/2018
RPE-SAC-Oct-agenda-2018-19.doc	October	A+ Funds	11/2/2018
SAC-Sept.-agenda-2018.docx	November	ByLaws	11/2/2018
1851_11032017_Bylaws-SAC-2018-2019.doc	October	SAC ByLaws	10/19/2018

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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.

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	303	476 of 717	-303	146	292

## Goals

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

As evidenced in the SES Band Data, ELA will be the content area that will be the focus for improving student achievement and this was chosen because for the past three years our trend data shows that we have been increasing in our proficiency, however, our ELA learning gains have been inconsistent.

**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?**

Specific BEST practices that will be implemented or scaled up to improve teaching and learning in order to increase performance within the SES band will include but not limited to the following:

- standards based professional development
- data analysis and chats with teachers
- writing professional development
- professional learning communities with a focus on ELA
- Unwrapping the standards professional development

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

- Teachers will participate in a full day of unwrapping the standards professional development developed by our instructional coaches, which the coaches will also infuse a lesson on increasing the complexity and rigor in center and instructional activities.
- Instructional coaches will also model and provide coaching to teachers as well as go through the coaching cycle with teachers especially the teachers in need.
- District teaching and master coaches will be assigned to our new teachers
- Classroom walkthroughs and feedback will be conducted and shared with all teachers.

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

- School City generated assessment
- Benchmark Assessment System (BAS)
- i-Ready Diagnostic, Mid, and Winter Assessments

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

Students are targeted and participate in afterschool tutoring in reading, writing, and math

Students receive either push-in/pull-out support from ESE resource teacher for selected ESE students receiving services

Students receive additional time of double dosing small group instruction which could be outside of the 90 minute reading block

Students are assigned extra lessons through i-ready

Students receive differentiated small group instruction based on their instructional needs or deficiencies

**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 weekly grade level meetings

Through weekly grade level and content level professional learning communities

Through data chats with teachers

Through monthly professional development sessions

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

Through classroom walkthroughs

Coaching with teachers

RtI referrals

Monitoring assessments and student item analysis

**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?**

Reading Resource Room with a level readers at all levels (k-2)

Ready LAFS book (3-5)

Phonics for Reading (1-5)

Fountas & Pinnell Leveled Literacy Intervention System (LLI) (K-2)

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

Through the use of our guidance counselor who goes to each class to do mini lessons on the standards.

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

Morning announcements  
Classroom meetings  
Community SPARKS liaison  
Social Worker  
Mentoring

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

Mentoring Tomorrow's Leaders  
5000 Role Models

# School Improvement Plan (SIP)

School Name Royal Palm ES (1851)

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
Professional Learning Communities: Collaborative Grades	Monday Tuesday Wednesday Thursday	1st2nd3rd	9/4/2018 - 5/23/2019	3:15 PM - 4:00 PM	Pre K, K, 1, 2, 3, 4, 5

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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)

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

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	108	31.50	0.90	0.00	21.30	11.10
01	120	19.20	0.00	0.00	11.70	3.30
02	110	25.50	0.00	0.00	14.50	7.30
03	138	10.10	5.10	0.00	31.90	5.10
04	180	22.80	6.10	0.00	32.20	12.20
05	147	19.00	6.10	0.00	36.70	10.90

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

For the 2017-2018 school year, over 50% of grade 3-5 students scored a level 1 in the ELA or Math Florida Standards Assessment (FSA). As a result, the following strategies were put into place:

- Reading Resource Room
- 4th & 5th grade departmentalized teaching model
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- Extended learning time (K-5)
- Implementing the use and monitoring student's data using School City assessment
- IReady reading and math
- Mentoring (5000 Role Models & Mentoring Tomorrow's Leaders)
- Afterschool Tutoring

**RtI Team Meeting Schedule**

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<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 2nd	9/4/2018 - 3/5/2019	8:00 AM - 3:00 PM
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### **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.

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

## **SCHOOL ADVISORY COUNCIL (SAC)**

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<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
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1851_11032017_Bylaws-SAC-2018-2019.doc	October	SAC ByLaws	10/19/2018

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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.

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<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
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## Goals

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

As evidenced in the SES Band Data, ELA will be the content area that will be the focus for improving student achievement and this was chosen because for the past three years our trend data shows that we have been increasing in our proficiency, however, our ELA learning gains have been inconsistent.

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

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- professional learning communities with a focus on ELA
- Unwrapping the standards professional development

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

- Teachers will participate in a full day of unwrapping the standards professional development developed by our instructional coaches, which the coaches will also infuse a lesson on increasing the complexity and rigor in center and instructional activities.
- Instructional coaches will also model and provide coaching to teachers as well as go through the coaching cycle with teachers especially the teachers in need.
- District teaching and master coaches will be assigned to our new teachers
- Classroom walkthroughs and feedback will be conducted and shared with all teachers.

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

- School City generated assessment
- Benchmark Assessment System (BAS)
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**How does the school ensure the fidelity of students not progressing towards school and district goals?**

Students are targeted and participate in afterschool tutoring in reading, writing, and math

Students receive either push-in/pull-out support from ESE resource teacher for selected ESE students receiving services

Students receive additional time of double dosing small group instruction which could be outside of the 90 minute reading block

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Through monthly professional development sessions

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

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Coaching with teachers

RtI referrals

Monitoring assessments and student item analysis

**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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Ready LAFS book (3-5)

Phonics for Reading (1-5)

Fountas & Pinnell Leveled Literacy Intervention System (LLI) (K-2)

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

Through the use of our guidance counselor who goes to each class to do mini lessons on the standards.

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

Morning announcements  
Classroom meetings  
Community SPARKS liaison  
Social Worker  
Mentoring

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

Mentoring Tomorrow's Leaders  
5000 Role Models

# School Improvement Plan (SIP)

School Name Thurgood Marshall ES (3291)

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
TME PLC	Wednesday	2nd4th	9/12/2018 - 5/15/2019	3:30 PM - 4:30 PM	Pre K, K, 1, 2, 3, 4, 5

---

## BEST PRACTICE #2

**An Embedded High Quality RtI Process**

### RESPONSE TO INTERVENTION (RTI)

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

### Graduation/College and Career Readiness (Early Warning Indicators)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	55	25.50	0.00	0.00	34.50	14.50
01	64	14.10	3.10	0.00	54.70	10.90
02	55	16.40	0.00	0.00	30.90	5.50
03	67	20.90	4.50	0.00	38.80	7.50
04	84	14.30	3.60	0.00	29.80	6.00
05	90	28.90	5.60	0.00	37.80	14.40

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

1. The data we use to monitor student progress is I-Ready, BAS, and SchoolCity.
2. Our goal is to provide quality Tier 1 instruction in all classrooms using standard based instruction supplemented with Journey, LAFS, Newsela , and Social leveled books with conceptual topics. for Reading. For Math, we are using Go Math supplemented with MAFS as our Tier 1 instruction. The interventions used to ensure studenets are progressing are Phonics for reading, I-Ready, Leveld Literacy Interventions, and Reading Mastery.
3. Students not progressing are appropriately grouped and receive intervention during the extended hour. All students participate in a walk to read model.
4. All classroom instruction is differentiated to address all learners.

**RtI Team Meeting Schedule**

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<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 5/28/2019	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.

<b>Self-Assessment Ratings</b>	
<b>Accreditation Standard</b>	<b>Overall Rating</b>
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p><b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b></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-ByLaws-(Thurgood-Marshall-).html	November	SAC ByLaws	11/2/2018
August-2018-Agenda.docx	October	Developed	10/25/2018
August-2018-SAC-minutes.docx	October	SAC ByLaws	10/25/2018

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## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	308	456 of 717	-308	144	287

## 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 evident of the SES Band 3 data, Literacy will be chosen to improve student achievement. Currently only 26% of students in grades 3, 4 and 5 are proficient.

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

- Visit the top 2 schools in the same SES 3 to improve our practice at Thurgood Marshall
- Planning and Teaching the standards with rigor and relevance at every grade level
- Correlating the standards with activities and assessment

#### Utilizing Learning Goals and Performance Scales to drive instruction

- Tracking and monitoring the progress of our lowest 25% to increase learning gains.
- Focus on instructional strategies by using Marzano High Frequency Elements.
- Implementing monthly CARE cycles
- Monitoring quarterly data templates to track students progress
- Monthly data chats -individual and team chats to discuss progress of all students, remediation and enrichment activities based on Schoolcity and Iready Standards mastery Assessments
- Streamlining online resources to meet the needs of all students - implementing iReady to drive targeted instruction- Grades K,1,2, 3, 4, 5.
- Writing Program -grades 4 & 5

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

Professional Development will be provided to teachers that focus on standards based instruction. Teachers will also be trained in BAS to successfully screen their students for deficiencies and to provide the targeted intervention. During data chats teachers will be shown how to analyze their students scale scores and compute how many points they will need to make a learning gain. The team will also analyze the weakest strands for each student, group them accordingly and plan instruction to teach the strand with rigor. . Will organize a Family Academic Nights to keep parents informed of all the schools initiatives and programs. Professional Learning Community(PLC) will take place bi-monthly utilizing Florida Standard Learning Progression to identify gaps and correct the learning necessary to close the gaps.

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

Data is collected on a bi-weekly basis to monitor the school-level progress. Grades 3-5 use SchoolCity to assess and monitor progress. Grades K-2 use resources provided by the instructional coaches to assess and



monitor their students. Teachers then participate in data chats with administration to discuss class and individual student progress as well as interventions and resources used.

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

To ensure the fidelity of students that are not progressing, the school implements Response to Intervention (TRI) strategies. We strive to have a strong Tier 1 instruction and implement Tier 2 and Tier 3 strategies for those students 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)?**

The school encourages teachers to implement the four curricular pillars of UDL: (a) instructional goals, (b) instructional delivery methods, (c) instructional materials, and (d) student assessments. Many classrooms also implement things like, posting goals, assignment options, flexible work spaces, regular and specific feedback, and digital/audio text.

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

Literacy is focused on all the components of Balance Literacy. We train our teachers (every other Thursday) on a different component to ensure the program is being taught with fidelity.

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

The core for the district is Journeys, but we use Balance Literacy model in our literacy block. It is supplemented with LAFS books. Our intervention resource is Wordly Wise that is implemented daily.

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

All teachers at Thurgood Marshall implement a morning meeting to ensure students developing social and emotional skills. The guidance counselor and Social Worker has provided different activities and resources teachers can use.

# School Improvement Plan (SIP)

School Name Thurgood Marshall ES (3291)

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)

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>
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05	90	28.90	5.60	0.00	37.80	14.40

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

1. The data we use to monitor student progress is I-Ready, BAS, and SchoolCity.
2. Our goal is to provide quality Tier 1 instruction in all classrooms using standard based instruction supplemented with Journey, LAFS, Newsela , and Social leveled books with conceptual topics. for Reading. For Math, we are using Go Math supplemented with MAFS as our Tier 1 instruction. The interventions used to ensure studenets are progressing are Phonics for reading, I-Ready, Leveld Literacy Interventions, and Reading Mastery.
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**RtI Team Meeting Schedule**

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

#### **Optimal Internal/External Relationships**

#### **ACCREDITATION PROCESS**

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

No Evidence/Artifacts

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## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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### **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 evident of the SES Band 3 data, Literacy will be chosen to improve student achievement. Currently only 26% of students in grades 3, 4 and 5 are proficient.

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

- Visit the top 2 schools in the same SES 3 to improve our practice at Thurgood Marshall
- Planning and Teaching the standards with rigor and relevance at every grade level
- Correlating the standards with activities and assessment

Utilizing Learning Goals and Performance Scales to drive instruction

- Tracking and monitoring the progress of our lowest 25% to increase learning gains.
- Focus on instructional strategies by using Marzano High Frequency Elements.
- Implementing monthly CARE cycles
- Monitoring quarterly data templates to track students progress
- Monthly data chats -individual and team chats to discuss progress of all students, remediation and enrichment activities based on Schoolcity and Iready Standards mastery Assessments
- Streamlining online resources to meet the needs of all students - implementing iReady to drive targeted instruction- Grades K,1,2, 3, 4, 5.
- Writing Program -grades 4 & 5

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

Professional Development will be provided to teachers that focus on standards based instruction. Teachers will also be trained in BAS to successfully screen their students for deficiencies and to provide the targeted intervention. During data chats teachers will be shown how to analyze their students scale scores and compute how many points they will need to make a learning gain. The team will also analyze the weakest strands for each student, group them accordingly and plan instruction to teach the strand with rigor. . Will organize a Family Academic Nights to keep parents informed of all the schools initiatives and programs. Professional Learning Community(PLC) will take place bi-monthly utilizing Florida Standard Learning Progression to identify gaps and correct the learning necessary to close the gaps.

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

Data is collected on a bi-weekly basis to monitor the school-level progress. Grades 3-5 use SchoolCity to assess and monitor progress. Grades K-2 use resources provided by the instructional coaches to assess and

monitor their students. Teachers then participate in data chats with administration to discuss class and individual student progress as well as interventions and resources used.

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

To ensure the fidelity of students that are not progressing, the school implements Response to Intervention (TRI) strategies. We strive to have a strong Tier 1 instruction and implement Tier 2 and Tier 3 strategies for those students 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)?**

The school encourages teachers to implement the four curricular pillars of UDL: (a) instructional goals, (b) instructional delivery methods, (c) instructional materials, and (d) student assessments. Many classrooms also implement things like, posting goals, assignment options, flexible work spaces, regular and specific feedback, and digital/audio text.

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

Literacy is focused on all the components of Balance Literacy. We train our teachers (every other Thursday) on a different component to ensure the program is being taught with fidelity.

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

The core for the district is Journeys, but we use Balance Literacy model in our literacy block. It is supplemented with LAFS books. Our intervention resource is Wordly Wise that is implemented daily.

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

All teachers at Thurgood Marshall implement a morning meeting to ensure students developing social and emotional skills. The guidance counselor and Social Worker has provided different activities and resources teachers can use.

# School Improvement Plan (SIP)

School Name Village ES (1621)

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
Fifth Grade PLC	Monday		10/15/2018 - 10/15/2018	12:00 PM - 3:00 PM	5
Fourth Grade PLC	Monday		10/15/2018 - 10/15/2018	8:30 AM - 11:30 AM	4
Fifth Grade PLC	Tuesday	1st3rd	10/2/2018 - 5/21/2019	12:20 PM - 1:05 PM	5
Fourth Grade PLC	Tuesday	1st3rd	10/2/2018 - 5/21/2019	2:00 PM - 2:45 PM	4
Third Grade PLCA	Tuesday	1st3rd	10/2/2018 - 5/21/2019	1:10 PM - 1:55 PM	3
Second Grade PLC	Tuesday	1st3rd	10/2/2018 - 5/21/2019	10:30 AM - 11:15 AM	2
First Grade PLC	Tuesday	1st3rd	10/2/2018 - 5/21/2019	8:30 AM - 9:15 AM	1
Kindergarten PLC	Tuesday	1st3rd	10/2/2018 - 5/21/2019	9:45 AM - 10:30 AM	K



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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)**

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	107	15.90	0.00	0.00	21.50	4.70
01	115	14.80	0.90	0.00	28.70	7.00
02	116	18.10	0.00	0.00	12.90	1.70
03	145	11.70	2.10	0.00	33.80	6.90
04	125	16.00	4.00	0.00	31.20	6.40
05	127	13.40	2.40	0.00	37.80	7.90

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

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

In math the iReady Diagnostic Assessment is used to determine instructional groups. Go Math is the core curriculum for Tier I and the Go Math Assessments are how we monitor student progress at Tier 1.

Tier 2: Once a need for an intervention is determined, a student is moved to Tier 2. In reading the intervention currently in place is LLI. Currently we have pull outs happening to get our scholars back to Tier 1. In math the Tier 2 intervention is the Go Math Strategic Intervention. These interventions are done with the classroom teacher.

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

To ensure that students are progressing toward school and district goals and that they are receiving the appropriate interventions, the MTSS team meets with the teachers every other week to review the data collected. The Math and Literacy Instructional Coaches provide support by modeling lessons and training the teachers on how to use the different intervention programs.

To ensure that the classroom instruction is accessible to the full range of learners using the Universal Design for Learning principles, the teachers have access to multiple research based interventions and assessments. We make sure we are proactive in identifying the need and providing the appropriate intervention for each student.

### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Thursday	1st, 2nd, 3rd, 4th, 5th	9/13/2018 - 5/23/2019	8:30 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.

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

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-Meeting-Minutes-September.pdf	September	SAC ByLaws	11/5/2018
SAC-September-Agenda-and-Sign-In-sheet.pdf	September	SAC ByLaws	11/5/2018

File Name	Meeting Month	Document Type	Uploaded Date
Village-Elementary-SAC-Composition.pdf	September	None	11/2/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	303	476 of 717	-303	146	292

### Goals

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

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

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

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

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

In alignment with the district, our ongoing progress monitoring tool that we are using in ELA is the Benchmark Assessment System (BAS) in grades K-5. This assessment is issued to all students in grades K-3 three times a year, and students in grades 4-5 who scored a level 1 or 2 on the FSA the previous year three times a year.

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

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

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

#### **Highly Focused Professional Learning Communities (PLCs)**

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

#### **Multi Tiered Systems of Supports (MTSS)**

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

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

In English Language Arts, we are working to implement small group guided reading. Using this strategy, teachers are able to meet the needs of all students. Groups are leveled using BAS data, and teachers work to meet the needs of the students in each group. Likewise, the students work in centers and independent work that

are scaffolded and differentiated to meet the needs of all students. In K-2 our goal is to increase foundational skills. In 3-5 our goal is to increase reading comprehension.

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

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

**Standards Based Assessment**

- Assessments are built on the FSA Math 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?**

K-5 Core English Language Arts Text : Journeys

- For students working in Tiers 2 and 3, we also have Level Literacy Intervention Groups (LLI) in place that help students to get back to grade level.

K-5 Core Mathematics Text: Go Math

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

K-5 Core Science Text: STEMScopes

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

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

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

## **Self Awareness/Self Management**

- InnerExplorer-Daily Mindfulness Class Practices
- Morning Meetings
- Zones of Regulation
- Go Noodle
- Class Dojo

## **Social Awareness**

- Implementing Sanford Harmony Curriculum
- Art2Soul: Group Run by the School Psychologist
- Peer Counseling Program
- "Paws"itive Links - Peer Mentoring
- Adopt A Scholar Mentoring Program
- Listener's Program

## **Responsible Decision Making**

- Think B4 You Post Initiative
- Panther Pawsitive Philosophies
- Using Accountable Talk in the Classroom
- Anti-Bullying Program

## **Relationship Skills**

- Adopt A Scholar Mentoring Program
- Peer Counseling
- Pawsitive Links

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

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

## **Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Clear and Concise Instructional Focus Calendar, Guided Math Implementation, Spiral Review	Classroom Teachers; Sheldon Jordan, Math Coach	6/4/2019	NA	\$0.00

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Guided Reading Implementation, Clear and Concise Instructional Focus Calendar	Classroom Teachers; Nicole Coutain, Literacy Coach	6/4/2019	Guided Reading PD	\$0.00
Acaletics, Small Group Guided Math, Math Discourse	Classroom Teachers; Sheldon Jordan, Math Coach	6/4/2019	Acaletics PD	\$0.00
Small Group Guided Reading, Interactive Read Alouds, iReady, Ready Florida	Classroom Teachers; Nicole Coutain, Literacy Coach	6/4/2019	Guided Reading PD	\$0.00
Utilize J&J Bootcamp and combination with STEMScopes	5th Grade Teachers/5th Grade Instructional Coach	6/4/2019	NA	\$0.00



# School Improvement Plan (SIP)

School Name Village ES (1621)

School Year 2018 - 2019

## BEST PRACTICE #1

### A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

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## **BEST PRACTICE #2**

### **An Embedded High Quality RtI Process**

#### **RESPONSE TO INTERVENTION (RTI)**

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

#### **Graduation/College and Career Readiness (Early Warning Indicators)**

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
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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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### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
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### **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.

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

No Evidence/Artifacts

### **SCHOOL ADVISORY COUNCIL (SAC)**

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SAC-September-Agenda-and-Sign-In-sheet.pdf	September	SAC ByLaws	11/5/2018

File Name	Meeting Month	Document Type	Uploaded Date
Village-Elementary-SAC-Composition.pdf	September	None	11/2/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

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

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

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- Ready LAFS is being used in the intermediate grades to improve comprehension.

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

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

#### **Highly Focused Professional Learning Communities (PLCs)**

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

#### **Multi Tiered Systems of Supports (MTSS)**

- Using a multi tiered system of support, teachers are working to meet the needs of all students.
- Tier 1 is for every student. These strategies are used by teachers to support all students. Careful attention is given to all students to ensure that their needs are met.
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**Standards Based Assessment**

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K-5 Core Mathematics Text: Go Math

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

K-5 Core Science Text: STEMScopes

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

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

## **Self Awareness/Self Management**

- InnerExplorer-Daily Mindfulness Class Practices
- Morning Meetings
- Zones of Regulation
- Go Noodle
- Class Dojo

## **Social Awareness**

- Implementing Sanford Harmony Curriculum
- Art2Soul: Group Run by the School Psychologist
- Peer Counseling Program
- "Paws"itive Links - Peer Mentoring
- Adopt A Scholar Mentoring Program
- Listener's Program

## **Responsible Decision Making**

- Think B4 You Post Initiative
- Panther Pawsitive Philosophies
- Using Accountable Talk in the Classroom
- Anti-Bullying Program

## **Relationship Skills**

- Adopt A Scholar Mentoring Program
- Peer Counseling
- Pawsitive Links

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

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

## **Strategies & Activities**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Clear and Concise Instructional Focus Calendar, Guided Math Implementation, Spiral Review	Classroom Teachers; Sheldon Jordan, Math Coach	6/4/2019	NA	\$0.00



<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Guided Reading Implementation, Clear and Concise Instructional Focus Calendar	Classroom Teachers; Nicole Coutain, Literacy Coach	6/4/2019	Guided Reading PD	\$0.00
Acaletics, Small Group Guided Math, Math Discourse	Classroom Teachers; Sheldon Jordan, Math Coach	6/4/2019	Acaletics PD	\$0.00
Small Group Guided Reading, Interactive Read Alouds, iReady, Ready Florida	Classroom Teachers; Nicole Coutain, Literacy Coach	6/4/2019	Guided Reading PD	\$0.00
Utilize J&J Bootcamp and combination with STEMScopes	5th Grade Teachers/5th Grade Instructional Coach	6/4/2019	NA	\$0.00

# School Improvement Plan (SIP)

School Name Westwood Heights ES (0631)

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)**

<b>Data For: 2017-2018 (Last updated: 7/18/2018)</b>						
<b>Grade</b>	<b>Student Enrollment</b>	<b>% of students with attendance below 90%</b>	<b>% of students with 1 or more suspensions</b>	<b>% of students with course failure in ELA or Math</b>	<b>% of students level 1 in ELA or Math</b>	<b>% of students exhibiting 2 or more Early Warning Indicators</b>
KG	106	32.10	1.90	0.00	9.40	4.70
01	103	26.20	2.90	0.00	37.90	18.40
02	103	21.40	1.00	0.00	20.40	3.90
03	107	23.40	5.60	0.00	39.30	12.10
04	96	9.40	7.30	0.00	37.50	5.20
05	79	19.00	0.00	0.00	21.50	5.10

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

- Super QAR
- Journey’s Toolkit (K-5)
- LLI (K-5)
- Foundations (K-3)
- Phonics for Reading (2-5)
- iReady (web-based) (K-5)
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- TouchMath (K-4)
- Reflex Math (web-based) (2-5)
- FCRR Fluency Probes (1-5)
- Quick Reads (1-5)

- TenMarks (web-based) (3-5)

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 5/28/2019	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	

**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**

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
a+-Voting-Sign-in-Sheet.pdf	October	A+ Funds	10/19/2018
A+-results-e-mail.pdf	October	A+ Funds	10/18/2018
A+-Ballot-E-mail.pdf	October	A+ Funds	10/10/2018
SAF-By-Laws-18-19.pdf	October	SAF ByLaws	10/10/2018
SAF-10.2.pdf	October	None	10/10/2018
10.2.pdf	October	A+ Funds	10/3/2018
9.4.18.pdf	September	Developed	9/24/2018
SAC-Composition.pdf	September	None	9/12/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/12/2018

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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.

<b>Band</b>	<b>Points Earned</b>	<b>Rank within SES Band</b>	<b>Points to Next School in SES Band</b>	<b>Points to Bridge Half the Gap to the Top of SES Band</b>	<b>Points to Reach Top of SES Band</b>
1	391	114 of 717	-391	102	204

#### Goals

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

The content areas that are the focus based on SES Band Data are ELA and Math. This area was chosen because in the past we have had a lack of consistent growth in both areas. During the last 3 years, the school's improvement goal has and will continue to be: "If all learners are actively engaged in effective literacy instruction to include listening, speaking, reading, and writing across all content areas, then learners will demonstrate gains as evidenced by assessments." Due to acquiring an additional Math Coach, teachers are provided intensive support in mathematics (k-2 and 3-5). With this, we add Math as an area of focus for improving student achievement.

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

The BEST practices that are being implemented to improve teaching-learning are:

- Coaching Cycles
- Collaboration
- PLC's

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

- Weekly coaching cycles with all teachers on campus utilizing our 3 instructional coaches and Assistant Principal
- Data Chats per cycle to analyze data and inform future instruction.
- Collaboration among with coaches.
- Weekly PLC's by content and grade level teachers.

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

School-wide progress monitoring data will be collected as follows:

ELA - Monthly comprehensive Assessments

Math - Monthly Alternating Assessments - (Academics Scrimmages (comprehensive), Interim Assessments (previously taught standards)

Science - Monthly Interim Assessments - Previously taught standards

All subjects will also participate in the BSA and a Mock Assessment.

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

To assist in all scholars progressing toward goals, we utilize an "all hands on deck" approach. Utilizing all 4th and 5th grade teachers and support staff for Writing Cafe and all 3rd-5th teachers and support to teach Math Clubs.

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

Our school ensures that all classroom instruction is accessible to the full range of learners by:

- Posted Lesson Goals
- Differentiated Lessons Assignments
- Flexible workspaces
- Regular or ongoing feedback
- Digital and audio text
- Adaptive devices for ESE
- Voice to Text

**How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented**

## **properly and effectively?**

All staff has attended balanced literacy professional development courses. The concepts of BL are integrated throughout the PLC's and monitored through the coaching cycle and administrative walkthroughs.

## **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** - Journey's K-5/ Go and Go Math K-5

**Supplemental** - LLI, Phonics for Reading, and iReady

**Intervention** - LLI, Journey's Tool-Kit

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

Our school implements the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills by using the standards to design classroom lessons, small group lessons, and ensuring that each competency of SEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) is included in each activity when student visit the Social Emotional Learning Lab. Furthermore, school wide activities are planned with the standards in mind and the facilitator leads discussion before students participate in a school wide event such as Peace Week.

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

The 5 competencies are explicitly taught in the social-emotional learning lab designed with 5 centers representing the components of SEL (Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Students visit each center and engage in activities while the school counselor facilitates.

During classroom guidance lessons students engage in one or more activities from the 5 competencies of SEL.

In regard to educators, professional development workshops are hosted for staff at each grade level to explore the Sanford-Harmony SEL Kits for scholars in their classes. Teachers engage in role play/simulation and unpack the components on the SEL kits.

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



Our school wide policy and practices support the social emotional learning of students by creating a positive climate at school where every scholar is greeted each day. We have routines and procedures that foster respect, relationship skills, safety, and decision making. This school year we have a Social Emotional Learning Lab that will facilitate a “RESET” for scholars having a challenging day. The SEL Lab is arranged in a “TAKE FIVE” model as centers for each component of SEL--self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Each center is arranged with tactile activities, cards, sensory cool down items, reflection items, games, reflection questions, puzzles and more. There is a cool down area with cool down crates for students to calm themselves if they are experiencing deeper emotions such as anger, sadness, frustration and a trampoline and stress balls for releasing tension. Scholars also have an opportunity to engage in the “TAKE FIVE” Experience by class as teachers are invited to bring their classes for 30 minutes at least once or twice a month.

### Strategies & Activities

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
PLC's will be a mix of data chats, planning for instruction, and building teacher pedagogy.	Administration and Instructional Coaches	5/28/2019		
Teachers, support, and administration	All faculty	5/28/2019		
Coaches and Admin will meet weekly with their assigned teachers and conduct weekly observations	All Coaches and Administration	5/28/2019		None Needed

# School Improvement Plan (SIP)

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School Year 2018 - 2019

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A Focused and Authentic PLC

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Teachers, support, and administration	All faculty	5/28/2019		
Coaches and Admin will meet weekly with their assigned teachers and conduct weekly observations	All Coaches and Administration	5/28/2019		None Needed