

# School Improvement Plan (SIP)

School Name Bethune ES (0341)

School Year 2018 - 2019

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Balanced Literacy	Wednesday	4th	9/26/2018 - 5/22/2019	7:30 AM - 8:30 AM	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>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	60	20.00	0.00	0.00	51.70	10.00
01	69	13.00	2.90	0.00	34.80	10.10
02	75	10.70	5.30	0.00	26.70	4.00
03	72	13.90	4.20	0.00	37.50	8.30
04	61	6.60	1.60	0.00	37.70	1.60
05	98	14.30	1.00	0.00	40.80	8.20

**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	1st, 3rd	9/24/2018 - 5/20/2019	9:30 AM - 2:30 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

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## BEST PRACTICE #4

### Scaling Up BEST Practices

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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.**

Teachers, Support Staff and Administrators track student progress through a variety of assessments. FSA, Primary Reading Test, Letter names and sounds, bi-weekly standards based assessments and Benchmark assessments results are analyzed to determine instructional needs. On a daily basis, teachers use formative assessment to gauge the effectiveness of their lessons. Curriculum adjustments are made based on this data. Reading, Math, Science and Writing data are tracked and kept on a Sharepoint site accessed by all teachers, support staff and Administrators. Data chats are conducted to determine weak standards and develop a re-teach plan. Students identified as below grade level and not demonstrating progress are placed in response to intervention (RtI). During these meetings, Teachers and the RtI committee develop interventions based on the child's weaknesses. Data is collected and the student is monitored to determine if an increase of interventions are necessary. Absences, social emotional, and behavior needs are addressed as well. Students are then referred to our school counselor and social worker.

**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	2nd, 4th	9/11/2018 - 5/28/2019	8:15 AM - 1:30 PM

### **BEST PRACTICE #3**

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## Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Survey_Staff_1718.pdf	<b>Required Action 1:</b>	10/16/2018
SurveysStudentReport.pdf		10/16/2018
Surveys_parent_Report.pdf		10/16/2018

## SCHOOL ADVISORY COUNCIL (SAC)

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File Name	Meeting Month	Document Type	Uploaded Date
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2018_2019-Colbert-SAC_SAF-Meeting-Dates.docx	October	Monitored	11/1/2018
SAC-ByLaws_2018_2019.pdf	October	SAC ByLaws	10/24/2018
SAC-Sign-In-9_25_18.pdf	September	Monitored	10/1/2018
SAC-Meeting-Minutes-9_25_18.doc	September	Monitored	10/1/2018
SAC-Agenda_Sept_25_2018.docx	September	Monitored	10/1/2018

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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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1	373	176 of 717	-373	111	222

#### **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 that will be the focus for the 18-19 school year is math. After analyzing the most current FSA data, math proficiency was the only area in which we did not experience a positive gain. We dropped by one percentage point falling 7% short of our 17-18 goal in math proficiency.

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

Scaled up BEST practices will include a problem of the day focused on our instructional priority, measurement and data. Fluency based centers along with centers that specifically focus on the spiraling of deficient standards to increase proficiency in the deficient areas. Daily warm-ups that enforce the spiraling of concepts will be implemented as well for continuous student exposure and practicing of skills. Students that scored in the lowest 25% will be pulled for intervention groups based off deficient standards on formative assessments.

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

Students will be exposed to authentic real-world problems of the day that are generated from the domain titled measurement and data, such as having to develop a line plot based on their last formative assessment or determining the perimeter and area of the face of their student desk. Centers focused on place value, measurement and data, and multiplication/division facts will be incorporated daily to build stamina and fluency. This includes the use of I-Ready to assign fluency tasks and deficient standard tasks to students as a learning path. There will be daily warm ups that will allow teachers to focus on questions that less than 60% of the class answers correctly, to determine the instruction for a 5 minute mini lesson each day.

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

Students will take 3 comprehensive I-Ready assessments every 4 months. The school will be collecting math data every 2-3 weeks, from I-Ready's standard mastery as formative data to monitor student growth between assessments. Formative data will also be collected via Acaletics Comprehensive Pre/Post in which students will have goals of increasing their scores by at least 10 point increments each month.

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

Students that are not progressing will be pulled into intense small groups to receive intervention supports that target their specific deficiencies. Those that continue to struggle will be referred to the Response to Intervention committee to further intensify the instruction and differentiate based on the foundational skills that the student is lacking to gradually build the student to accuracy regarding grade level skills. There will be documentation of progression via a technological database that breaks down the percentages of students based on their formative responses and misconceptions of concepts.

### **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 documentation of lesson and strategies will be documented in the teachers' lesson plans. Lesson plans with documented strategies will be completed via an online platform allowing ease of access for monitoring of instructional strategies. Instructional focus walk-throughs will be implemented based on the non-negotiable components, resources, and strategies indicated for implementation. In addition, Professional Learning Communities will focus on deconstructing the standards to scaffold instruction based on formative data. Teachers will share BEST practices to incorporate effective instructional strategies evidenced to move student achievement in a positive direction.

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

Implementation checklist have been created and used as a monitoring tool that highlights tier 1 resources and instruction that should be evident in classrooms during each instructional block. There are also evaluative observation tools based off Marzano's learning map that guides and allows effective monitoring practices to be conducted regarding instructional strategies implemented to all students. Grade level professional learning

communities are conducted and monitored 3 days out of the month allowing teachers to indulge in shared planning and best practices based on data to effectively instruct students at Tier 1. Information is also pulled via formative data analysis to monitor and formulate a prescriptive plan for improvement based on Tier 1 strategies.

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

The school ensures that students have access to informational text for each content area in a variety of mediums by utilizing a centralized leveled book room, classroom libraries that are organized by genre and levels, Leveled Literacy Intervention, I-Ready, MyON, NewsELA, Vocabulary.com, ReadWorks, which are all supplemental accesses to informational text related to literacy, mathematics, science, and social studies.

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

Our school has implemented a school-wide SEL block at the start of the day titled P.A.W.S. to ensure the SEL standards are being covered with all students. We have created monthly themes based on the standards and students engage in daily lessons to assist in building their social skills and managing their decision making and emotions in a variety of situations.

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

We have visuals posted both in classrooms and in hallways that highlight the SEL competencies. As a part of lessons and curriculum instructed on daily, there are anchor based visuals that are teacher created and student involved to continuously provide references for adult and student learners. There are also wrap up activities provided to students that include worksheets, graphic organizers, and rubrics to monitor their learning of elements that are embedded within the SEL competencies. The use of our positive behavior and interventions incentives are integrated in the promotion and awareness of the competencies as well.

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

We have a male mentoring group named 5,000 role models that offer mentor guidance through school based personnel as well as fathers in the community. It facilitates meetings, fieldtrips, and service-based experiences that focus on guiding and preparing youth with SEL skills needed to lead an active and productive life. We also have a 5 minute temperature check as students begin their day named, Meet Up Buddy Up, mirroring a component of the Sanford Harmony program. This allows students to participate in a calming technique or gauge their thoughts and emotions for the day to ensure they have a successful day at school.

## Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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The documentation of lesson and strategies will be documented in the teachers' lesson plans. Lesson plans with documented strategies will be completed via an online platform allowing ease of access for monitoring of instructional strategies. Instructional focus walk-throughs will be implemented based on the non-negotiable components, resources, and strategies indicated for implementation. In addition, Professional Learning Communities will focus on deconstructing the standards to scaffold instruction based on formative data. Teachers will share BEST practices to incorporate effective instructional strategies evidenced to move student achievement in a positive direction.

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

Implementation checklist have been created and used as a monitoring tool that highlights tier 1 resources and instruction that should be evident in classrooms during each instructional block. There are also evaluative observation tools based off Marzano's learning map that guides and allows effective monitoring practices to be conducted regarding instructional strategies implemented to all students. Grade level professional learning

communities are conducted and monitored 3 days out of the month allowing teachers to indulge in shared planning and best practices based on data to effectively instruct students at Tier 1. Information is also pulled via formative data analysis to monitor and formulate a prescriptive plan for improvement based on Tier 1 strategies.

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

The school ensures that students have access to informational text for each content area in a variety of mediums by utilizing a centralized leveled book room, classroom libraries that are organized by genre and levels, Leveled Literacy Intervention, I-Ready, MyON, NewsELA, Vocabulary.com, ReadWorks, which are all supplemental accesses to informational text related to literacy, mathematics, science, and social studies.

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

Our school has implemented a school-wide SEL block at the start of the day titled P.A.W.S. to ensure the SEL standards are being covered with all students. We have created monthly themes based on the standards and students engage in daily lessons to assist in building their social skills and managing their decision making and emotions in a variety of situations.

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

We have visuals posted both in classrooms and in hallways that highlight the SEL competencies. As a part of lessons and curriculum instructed on daily, there are anchor based visuals that are teacher created and student involved to continuously provide references for adult and student learners. There are also wrap up activities provided to students that include worksheets, graphic organizers, and rubrics to monitor their learning of elements that are embedded within the SEL competencies. The use of our positive behavior and interventions incentives are integrated in the promotion and awareness of the competencies as well.

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

We have a male mentoring group named 5,000 role models that offer mentor guidance through school based personnel as well as fathers in the community. It facilitates meetings, fieldtrips, and service-based experiences that focus on guiding and preparing youth with SEL skills needed to lead an active and productive life. We also have a 5 minute temperature check as students begin their day named, Meet Up Buddy Up, mirroring a component of the Sanford Harmony program. This allows students to participate in a calming technique or gauge their thoughts and emotions for the day to ensure they have a successful day at school.

## Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>Students will be exposed to authentic real-world problems of the day that are generated from the domain titled measurement and data, such as having to develop a line plot based on their last formative assessment or determining the perimeter and area of the face of their student desk. Centers focused on place value, measurement and data, and multiplication/division facts will be incorporated daily to build stamina and fluency. This includes the use of I-Ready to assign fluency tasks and deficient standard tasks to students as a learning path. There will be daily warm ups that will allow teachers to focus on questions that less than 60% of the class answers correctly, to determine the instruction for a 5 minute mini lesson each day.</p>	Detlina Petrova and Dorsett McLeod	6/7/2019	K-5 Math Centers PD	



# School Improvement Plan (SIP)

School Name Deerfield Park ES (0391)

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
Fawns Setting the Stage for Success	Wednesday	1st3rd	9/5/2018 - 6/5/2019	7:30 AM - 8:30 AM	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	96	20.80	0.00	0.00	47.90	9.40
01	105	8.60	0.00	0.00	50.50	5.70
02	94	13.80	0.00	0.00	53.20	7.40
03	81	11.10	0.00	0.00	29.60	3.70
04	94	16.00	2.10	0.00	31.90	9.60
05	105	13.30	1.00	0.00	40.00	5.70

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

Teachers, Support Staff and Administrators track student progress through a variety of assessments. FSA, Primary Reading Test, Letter names and sounds, bi-weekly standards based assessments and Benchmark assessments results are analyzed to determine instructional needs. On a daily basis, teachers use formative assessment to gauge the effectiveness of their lessons. Curriculum adjustments are made based on this data. Reading, Math, Science and Writing data are tracked and kept on a Sharepoint site accessed by all teachers, support staff and Administrators. Data chats are conducted to determine weak standards and develop a re-teach plan. Students identified as below grade level and not demonstrating progress are placed in response to intervention (RtI). During these meetings, Teachers and the RtI committee develop interventions based on the child's weaknesses. Data is collected and the student is monitored to determine if an increase of interventions are necessary. Absences, social emotional, and behavior needs are addressed as well. Students are then referred to our school counselor and social worker.

**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>
Monday	1st, 3rd	9/5/2018 - 5/5/2019	8:30 AM - 3:30 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>	
<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>	

## Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Sudent-Survey-AdvancED.pdf		11/6/2018
Deerfield-Park-AdvancED-Staff-Survey.pdf		11/6/2018

## SCHOOL ADVISORY COUNCIL (SAC)

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

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0391_SACMtgDates_18_19.pdf	November	Monitored	11/2/2018
0391_SACMINS_09_12_18.pdf	October	SAC ByLaws	10/29/2018

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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	343	296 of 717	-343	126	252

## Goals

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

ELA and Science are the content areas our school will be focusing on to improve student achievement. These areas are targeted to achieve learning gains, increase proficiency and overall school grade.

Mathematics will continue to be monitored for continued success.

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

This year all students are now required to monitor individual assessment and weekly iReady progress in student STAR binders in the areas of ELA, Science and Mathematics. Self monitoring and accountability will empower students to take ownership of learning and required on grade level expectations and scores.

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

Instrucitonal Coach and classroom teachers will monitor student data input, hold individual data chats with students. Instrucitonal Coaches will model, plan, guide/support instructional teachers on content.

Teachers will plan weekly with instrucitonal coaches for effective lesson plans and instrucion. Small group instruction, remediation and reteaching processes will be a weekly focus.

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

Monthly grade level Formative Assessments are given in the areas of ELA, Math and Science. The data is monitored by Administration, Coaches, Support Team and teachers.

**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 utilize the Florida Standards in all content areas. Small group, whole group, differentiated instruction is provided daily for students. Teachers utilize grade level instructional Focus Calendars to help guide the progression of lessons taught throughout the school year.

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

Administration regularly collect/monitor teacher lesson plans.  
Administration and Coaches walk-throughs  
Data chats/monitoring with teachers provided by Administration and Coaches

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

The Guidance Counselor and the teachers implements a monthly Character Education Trait Program. Additionally, the school Counselor implements the "Hello" plan schoolwide.

Monthly, the Guidance Counselor meets with specific students to discuss personal, family and communities issues.

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

Administration and District incentive to support social emotional learning in a school setting.

# School Improvement Plan (SIP)

School Name Deerfield Park ES (0391)

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
Fawns Setting the Stage for Success	Wednesday	1st3rd	9/5/2018 - 6/5/2019	7:30 AM - 8:30 AM	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	96	20.80	0.00	0.00	47.90	9.40
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02	94	13.80	0.00	0.00	53.20	7.40
03	81	11.10	0.00	0.00	29.60	3.70
04	94	16.00	2.10	0.00	31.90	9.60
05	105	13.30	1.00	0.00	40.00	5.70

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

Teachers, Support Staff and Administrators track student progress through a variety of assessments. FSA, Primary Reading Test, Letter names and sounds, bi-weekly standards based assessments and Benchmark assessments results are analyzed to determine instructional needs. On a daily basis, teachers use formative assessment to gauge the effectiveness of their lessons. Curriculum adjustments are made based on this data. Reading, Math, Science and Writing data are tracked and kept on a Sharepoint site accessed by all teachers, support staff and Administrators. Data chats are conducted to determine weak standards and develop a re-teach plan. Students identified as below grade level and not demonstrating progress are placed in response to intervention (RtI). During these meetings, Teachers and the RtI committee develop interventions based on the child's weaknesses. Data is collected and the student is monitored to determine if an increase of interventions are necessary. Absences, social emotional, and behavior needs are addressed as well. Students are then referred to our school counselor and social worker.

**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>
Monday	1st, 3rd	9/5/2018 - 5/5/2019	8:30 AM - 3:30 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>	
<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>	

## Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
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0391_SACMINS_09_12_18.pdf	October	SAC ByLaws	10/29/2018

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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	343	296 of 717	-343	126	252

## Goals

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

ELA and Science are the content areas our school will be focusing on to improve student achievement. These areas are targeted to achieve learning gains, increase proficiency and overall school grade.

Mathematics will continue to be monitored for continued success.

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

This year all students are now required to monitor individual assessment and weekly iReady progress in student STAR binders in the areas of ELA, Science and Mathematics. Self monitoring and accountability will empower students to take ownership of learning and required on grade level expectations and scores.

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

Instrucitonal Coach and classroom teachers will monitor student data input, hold individual data chats with students. Instrucitonal Coaches will model, plan, guide/support instructional teachers on content.

Teachers will plan weekly with instrucitonal coaches for effective lesson plans and instrucion. Small group instruction, remediation and reteaching processes will be a weekly focus.

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

Monthly grade level Formative Assessments are given in the areas of ELA, Math and Science. The data is monitored by Administration, Coaches, Support Team and teachers.

**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 utilize the Florida Standards in all content areas. Small group, whole group, differentiated instruction is provided daily for students. Teachers utilize grade level instructional Focus Calendars to help guide the progression of lessons taught throughout the school year.

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

Administration regularly collect/monitor teacher lesson plans.  
Administration and Coaches walk-throughs  
Data chats/monitoring with teachers provided by Administration and Coaches

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

The Guidance Counselor and the teachers implements a monthly Character Education Trait Program. Additionally, the school Counselor implements the "Hello" plan schoolwide.

Monthly, the Guidance Counselor meets with specific students to discuss personal, family and communities issues.

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

Administration and District incentive to support social emotional learning in a school setting.

# School Improvement Plan (SIP)

School Name Drew, Charles ES (3221)

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 Weekly PLC Meeting	Thursday	1st2nd3rd4th5th	8/15/2018 - 6/5/2019	3:15 PM - 4:15 PM	5
Third Grade Weekly PLC Meeting	Wednesday	1st2nd3rd4th5th	8/15/2018 - 6/4/2019	3:15 PM - 4:15 PM	3
Fourth Grade Weekly PLC Meeting	Thursday	1st2nd3rd4th5th	8/15/2018 - 6/5/2019	3:15 PM - 4:15 PM	4
New Educator PLC	Monday	1st	8/15/2018 - 6/5/2019	7:00 AM - 7:45 AM	Pre K, K, 1, 2, 3, 4, 5
Second Grade Weekly PLC Meeting	Wednesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2019	3:15 PM - 4:15 PM	3
First Grade Weekly PLC Meeting	Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/4/2019	3:15 PM - 4:15 PM	1
Kindergarten Weekly PLC Meeting	Monday	1st2nd3rd4th5th	8/20/2018 - 6/4/2019	3:15 PM - 4:15 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	26.50	3.60	0.00	25.30	14.50
01	89	24.70	1.10	0.00	31.50	10.10
02	99	24.20	2.00	0.00	34.30	10.10
03	86	22.10	3.50	0.00	39.50	11.60
04	100	15.00	2.00	0.00	37.00	5.00
05	91	18.70	4.40	0.00	46.20	14.30

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

In order to improve the academic performance of students who are identified by the early warning system, the CPS/RTI team will track and monitor student's academic and behavioral progress bi-weekly. Additionally, teachers will meet with the admin team to analyze student formative assesment data and develop action steps for meeting individual student needs. Lastly, the school's community liaison and guidance counselor will meets with individual students to offer positive suppports to ensure social-emotional needs are being met.

### RTI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/26/2018 - 5/22/2019	8:00 AM - 1:00 PM
Wednesday	1st, 2nd, 3rd, 4th	8/29/2018 - 5/22/2019	9:00 AM - 2:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/29/2019	8:30 AM - 2:30 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p><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
3221_SAFAgenda_10162018.docx	November	None	11/2/2018
SAF_SignInSheets_1016.pdf	November	None	11/2/2018
3221_SACAgenda_10162018.docx	November	None	11/2/2018
SAC_MeetingSchedule.docx	November	None	11/2/2018
Sac-Mins-101618.docx	October	None	11/2/2018
SAC_SignInSheets_1016.pdf	October	None	11/2/2018



File Name	Meeting Month	Document Type	Uploaded Date
SAC_SignInSheets_925.pdf	November	SAC ByLaws	11/2/2018
SAC_Bylaws.pdf	November	SAC ByLaws	11/2/2018
3221_SACMinutes_9252018.docx	October	None	10/18/2018
3221_SACAgenda_9252018.docx	October	SAC ByLaws	10/18/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

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

As evidence by the 2018 FSA and SES Band data, Sanders Park will focus on improving student achievement in the ELA. The 2018 ELA results indicated that 48% of students in grades 3-5 were proficient, 57% made learning gains and 48% of students for the lowest quartile made learning gains.

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

The specific BEST Practices that Sanders Park Elementary will implement or scale-up to improve teaching and learning in order to increase performance within the SES Band will be PLC and High Quality Instruction.

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

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

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

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

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

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

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

Teachers are required to complete detailed lesson plans that are differentiated and designed to help students master grade-level expectations/standards. Additionally, team leaders conduct weekly team meetings and review instructional focus calendar, analyze student work samples, and plan specific lessons to address standards to be taught. Daily classroom walkthroughs is one method to ensure classroom instruction is aligned to grade-level standards. In addition, teachers incorporate learning goals and performance scales which require students to take ownership over their learning through self-monitoring. Lastly, school administrators conduct formal and informal classroom observations to ensure instruction aligns to grade-level Florida standards.

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

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

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Analyze student data	Admin team and instructional coaches	6/4/2019		
Share BEST practices, teacher modeling, analysis of student work, unwrapping standards, lesson planning.	Team leaders, instructional coaches, admin team			

# School Improvement Plan (SIP)

School Name Drew, Charles ES (3221)

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 Weekly PLC Meeting	Thursday	1st2nd3rd4th5th	8/15/2018 - 6/5/2019	3:15 PM - 4:15 PM	5
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Fourth Grade Weekly PLC Meeting	Thursday	1st2nd3rd4th5th	8/15/2018 - 6/5/2019	3:15 PM - 4:15 PM	4
New Educator PLC	Monday	1st	8/15/2018 - 6/5/2019	7:00 AM - 7:45 AM	Pre K, K, 1, 2, 3, 4, 5
Second Grade Weekly PLC Meeting	Wednesday	1st2nd3rd4th5th	8/15/2018 - 6/5/2019	3:15 PM - 4:15 PM	3
First Grade Weekly PLC Meeting	Tuesday	1st2nd3rd4th5th	8/15/2018 - 6/4/2019	3:15 PM - 4:15 PM	1
Kindergarten Weekly PLC Meeting	Monday	1st2nd3rd4th5th	8/20/2018 - 6/4/2019	3:15 PM - 4:15 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	26.50	3.60	0.00	25.30	14.50
01	89	24.70	1.10	0.00	31.50	10.10
02	99	24.20	2.00	0.00	34.30	10.10
03	86	22.10	3.50	0.00	39.50	11.60
04	100	15.00	2.00	0.00	37.00	5.00
05	91	18.70	4.40	0.00	46.20	14.30

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

In order to improve the academic performance of students who are identified by the early warning system, the CPS/RTI team will track and monitor student's academic and behavioral progress bi-weekly. Additionally, teachers will meet with the admin team to analyze student formative assesment data and develop action steps for meeting individual student needs. Lastly, the school's community liaison and guidance counselor will meets with individual students to offer positive supports to ensure social-emotional needs are being met.

### RTI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/26/2018 - 5/22/2019	8:00 AM - 1:00 PM
Wednesday	1st, 2nd, 3rd, 4th	8/29/2018 - 5/22/2019	9:00 AM - 2:00 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/29/2019	8:30 AM - 2:30 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
<p><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
3221_SAFAgenda_10162018.docx	November	None	11/2/2018
SAF_SignInSheets_1016.pdf	November	None	11/2/2018
3221_SACAgenda_10162018.docx	November	None	11/2/2018
SAC_MeetingSchedule.docx	November	None	11/2/2018
Sac-Mins-101618.docx	October	None	11/2/2018
SAC_SignInSheets_1016.pdf	October	None	11/2/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC_SignInSheets_925.pdf	November	SAC ByLaws	11/2/2018
SAC_Bylaws.pdf	November	SAC ByLaws	11/2/2018
3221_SACMinutes_9252018.docx	October	None	10/18/2018
3221_SACAgenda_9252018.docx	October	SAC ByLaws	10/18/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

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

As evidence by the 2018 FSA and SES Band data, Sanders Park will focus on improving student achievement in the ELA. The 2018 ELA results indicated that 48% of students in grades 3-5 were proficient, 57% made learning gains and 48% of students for the lowest quartile made learning gains.



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

The specific BEST Practices that Sanders Park Elementary will implement or scale-up to improve teaching and learning in order to increase performance within the SES Band will be PLC and High Quality Instruction.

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

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

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

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

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

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

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

Teachers are required to complete detailed lesson plans that are differentiated and designed to help students master grade-level expectations/standards. Additionally, team leaders conduct weekly team meetings and review instructional focus calendar, analyze student work samples, and plan specific lessons to address standards to be taught. Daily classroom walkthroughs is one method to ensure classroom instruction is aligned to grade-level standards. In addition, teachers incorporate learning goals and performance scales which require students to take ownership over their learning through self-monitoring. Lastly, school administrators conduct formal and informal classroom observations to ensure instruction aligns to grade-level Florida standards.

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

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

### Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Analyze student data	Admin team and instructional coaches	6/4/2019		
Share BEST practices, teacher modeling, analysis of student work, unwrapping standards, lesson planning.	Team leaders, instructional coaches, admin team			

# School Improvement Plan (SIP)

School Name Lake Forest ES (0831)

School Year 2018 - 2019

## BEST PRACTICE #1

A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA PreK, K, 1; Vocabulary through the Arts 2; Hands on Science 3rd; Math 4th & 5th	Wednesday		8/8/2018 - 5/15/2019	3:00 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)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	106	24.50	0.00	0.00	27.40	5.70
01	135	27.40	0.00	0.00	38.50	12.60
02	101	15.80	0.00	0.00	29.70	6.90
03	118	18.60	0.80	0.00	22.90	1.70
04	139	15.10	0.00	0.00	23.00	2.90
05	89	5.60	1.10	0.00	38.20	1.10

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

The school identifies the specific students that not progressing toward the school and district goals by reviewing specific early warning indicators and placing interventions in place to address these needs:

- Students that have been retained or are not proficient in reading are scheduled to be discussed at a meeting with the MTTs team along with the student’s teacher. The individual student data is reviewed and based upon the student’s deficiencies, interventions are put in place and monitored every 6-8 weeks to determine effectiveness of the intervention on the student’s achievement. The guidance counselor conducts support groups for intermediate grade level students that have been retained, to not only assist in their academic development, but to also assist in improving their organizational skills, motivation and self-esteem.
- Teachers communicate with parents when attendance issues arise (excessive tardies or absences). The teacher will discuss with the parent the importance of attendance and the effect it is having on their student’s education. The teacher will also refer the parent to the appropriate personnel if the family requires additional support to assist with the reason for the loss of instructional time. If the issues continue, the teacher will send home an official letter which documents the amount of absences or tardies and the concern for the student missing instructional time. Teacher may refer any concerns to the social worker for additional support if needed. Our goal is to attempt to assist the parent in any way possible before it is referred to the BTIP process.

- Students that have received two or more behavioral referrals are scheduled to be discussed at a meeting with the MTTS team and student's teacher. Parents are included in process to provide any helpful information on the student's behavior or different strategies that may be effective with their child. Students also complete and interest inventory to assist with the interventions that are put in place.. The individual student data along with parent, student, and teacher input is reviewed and based upon the student's individual need a positive behavior plan may be created. The plans are implemented and monitored every 6-8 weeks to determine effectiveness.

### RtI Team Meeting Schedule

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

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

Resources and Support Systems	
Using Results for Continuous Improvement	
<p><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>
0831_SAC-AgendaMinutesSignIn_092018.pdf	September	Developed	10/24/2018
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0831_SAC-2018-2019-Meeting-Dates.pdf	September	None	10/24/2018
0831_LFE-SAC-Bylaws-2018-2019_10172018.pdf	October	SAC ByLaws	10/24/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

<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	321	398 of 717	-321	137	274

#### 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?**

This year Lake Forest Elementary School will focus on comprehension with a focus on vocabulary because in reviewing our previous data, both interim and summative, it showed vocabulary as an area of weakness.

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

BEST Practice #4 - Scaling up BEST Practices: The main area of focus will be strategic comprehension with a focus on vocabulary building.

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

Teachers will share best practices within their grade level/peers and within the cadre schools to receive information and resources for improving instructional practices. Instructional coaches will attend monthly subject specific cadre meetings and will discuss information delivered to ensure a comprehensive approach to teaching and learning. Our continuous improvement is predicated on the fact that teachers will systematically review and analyze data to identify what works and what needs to be adjusted.

We will continue to identify and target vocabulary through interactive read aloud as our areas of focus. Sub cadre meetings will provide training to select teachers in grades k-3, reading coach and our principal who will have the opportunity to see best practices at a variety of schools in our cadre. They will in turn share ideas for strategic improvement with team leaders, teams and other instructional staff.

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

Alignment of instruction to grade-level Florida standards is observed in classroom walkthroughs, review of lesson plans, participation in team meetings where both content and instructional strategies are discussed. Data chats (student and teacher data) addresses the need for remediation as well as enrichment and what specific strategies can address those needs. Instructional coaches meet regularly with teams to discuss best practices, address standards, model effective teaching strategies and provide feedback to teachers on their instructional practice.

Assessments include but are not limited to iReady diagnostics (3 times/yr), exit tickets (daily), interim School City and Standards Mastery tests (monthly), chapter tests and cold read selections (weekly)

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

Students at our school will be pulled for small groups and closely monitored by administrators, ELA & Coach, and classroom teachers through interim assessment, exit tickets, formative and/or summative assessment, and End of Year Assesments.

### **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)?**

Lake Forest Elementary plans to ensure that the Universal Designs for Learning is accessible to the learners based on students needs. We will also ensure that teachers will differentiate instruction to allow multiple means of representation, expression and engagement.

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

Progress monitoring of weekly grades, exit tickets, feedback from classroomwalk throughs and individual and team data chats as well as information gathered during PLCs.

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

All students K-5 have access to our leveled book room which includes reading levels from A-Z. These selections include a wide variety of informational and literary books.

Students, K-5,also have access to online resources, Journeys, and cross content areas selections. Students



learn and practice reading skills using social studies and science texts, Storyworks on grades 2-3 and DBQ lessons in grades 4-5.

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

School wide SEL implementation plan includes...assemblies, classroom whole group instruction and various center activities.

The guidance Counselor created a webpage that provides teachers links to other websites including YouTube where they can utilize videos to help student understanding of not only the character traits but many of the other SEL competencies.

- 1. Sandy Hook Promise- Start with Hello (Tier-2: 2nd -5th grade)**
- 2. HERO (Tier-3-K-5)**
- 3. Latinos in Action High School Mentoring and Literacy Program (Tier 2: K-5)**
- 4. GOLeaps (PreK-5)**

In addition to Character Education program, Thumbody Pgm for 2nd grade, guidance groups (grief, retention, divorce...) Peer Buddies and Bolt Book Buddies matching students with and without disabilities.

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

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

Celebrations of The R.O.D. expectations through the hero program

Latinos in Action Mentoring program

Class Dojos and similar systems are used to communicate information about student performance/behaviors to parents and celebrate acquisition of proper behaviors

Peer Buddies and Bolt Book Buddies matching students with and without disabilities

## Strategies & Activities

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Continued interactive read alouds, Walk to Read w/in extended hour, implementation and consistent use of exit tickets.	Stephanie Turturro - ELA Coach	5/21/2019	review sessions on interactive read alouds	

# School Improvement Plan (SIP)

School Name Lake Forest ES (0831)

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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- 2. HERO (Tier-3-K-5)**
- 3. Latinos in Action High School Mentoring and Literacy Program (Tier 2: K-5)**
- 4. GOLeaps (PreK-5)**

In addition to Character Education program, Thumbody Pgm for 2nd grade, guidance groups (grief, retention, divorce...) Peer Buddies and Bolt Book Buddies matching students with and without disabilities.

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

- 1. Sandy Hook Promise- Start with Hello (Tier-2: 2nd -5th grade)**
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Celebrations of The R.O.D. expectations through the hero program

Latinos in Action Mentoring program

Class Dojos and similar systems are used to communicate information about student performance/behaviors to parents and celebrate acquisition of proper behaviors

Peer Buddies and Bolt Book Buddies matching students with and without disabilities

## Strategies & Activities

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Continued interactive read alouds, Walk to Read w/in extended hour, implementation and consistent use of exit tickets.	Stephanie Turturro - ELA Coach	5/21/2019	review sessions on interactive read alouds	

# School Improvement Plan (SIP)

School Name Markham ES (1671)

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
PLC: Best Practices	Thursday	1st2nd3rd4th	8/30/2018 - 5/16/2019	3:30 PM - 4:15 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	90	18.90	2.20	0.00	35.60	6.70
01	103	13.60	6.80	0.00	52.40	9.70
02	87	17.20	6.90	0.00	59.80	14.90
03	92	10.90	10.90	0.00	31.50	7.60
04	87	16.10	13.80	0.00	50.60	14.90
05	77	18.20	32.50	0.00	45.50	31.20

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

The school identifies the specific students that not progressing toward the school and district goals by reviewing specific early warning indicators and placing interventions in place to address these needs:

- Students that have been retained or are not proficient in reading are scheduled to be discussed at a meeting with the MTTTS team along with the student’s teacher. The individual student data is reviewed and based upon the student’s deficiencies, interventions are put in place and monitored every 6-8 weeks to determine effectiveness of the intervention on the student’s achievement. The guidance counselor conducts support groups for intermediate grade level students that have been retained, to not only assist in their academic development, but to also assist in improving their organizational skills, motivation and self-esteem.
- Teachers communicate with parents when attendance issues arise (excessive tardies or absences). The teacher will discuss with the parent the importance of attendance and the effect it is having on their student’s education. The teacher will also refer the parent to the appropriate personnel if the family requires additional support to assist with the reason for the loss of instructional time. If the issues continue, the teacher will send home an official letter which documents the amount of absences or tardies and the concern for the student missing instructional time. Teacher may refer any concerns to the social

worker for additional support if needed. Our goal is to attempt to assist the parent in any way possible before it is referred to the BTIP process.

- Students that have received two or more behavioral referrals are scheduled to be discussed at a meeting with the MTTS team and student’s teacher. Parents are included in process to provide any helpful information on the student’s behavior or different strategies that may be effective with their child. Students also complete and interest inventory to assist with the interventions that are put in place.. The individual student data along with parent, student, and teacher input is reviewed and based upon the student’s individual need a positive behavior plan may be created. The plans are implemented and monitored every 6-8 weeks to determine effectiveness.

**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>
Wednesday	1st, 2nd, 3rd, 4th	9/5/2018 - 5/22/2019	8:00 AM - 1:30 PM
Wednesday	1st, 2nd	-	-

**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	
<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.

### 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	294	513 of 717	-294	151	301

# School Improvement Plan (SIP)

School Name Markham ES (1671)

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
PLC: Best Practices	Thursday	1st2nd3rd4th	8/30/2018 - 5/16/2019	3:30 PM - 4:15 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	90	18.90	2.20	0.00	35.60	6.70
01	103	13.60	6.80	0.00	52.40	9.70
02	87	17.20	6.90	0.00	59.80	14.90
03	92	10.90	10.90	0.00	31.50	7.60
04	87	16.10	13.80	0.00	50.60	14.90
05	77	18.20	32.50	0.00	45.50	31.20

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

The school identifies the specific students that not progressing toward the school and district goals by reviewing specific early warning indicators and placing interventions in place to address these needs:

- Students that have been retained or are not proficient in reading are scheduled to be discussed at a meeting with the MTTTS team along with the student’s teacher. The individual student data is reviewed and based upon the student’s deficiencies, interventions are put in place and monitored every 6-8 weeks to determine effectiveness of the intervention on the student’s achievement. The guidance counselor conducts support groups for intermediate grade level students that have been retained, to not only assist in their academic development, but to also assist in improving their organizational skills, motivation and self-esteem.
- Teachers communicate with parents when attendance issues arise (excessive tardies or absences). The teacher will discuss with the parent the importance of attendance and the effect it is having on their student’s education. The teacher will also refer the parent to the appropriate personnel if the family requires additional support to assist with the reason for the loss of instructional time. If the issues continue, the teacher will send home an official letter which documents the amount of absences or tardies and the concern for the student missing instructional time. Teacher may refer any concerns to the social



worker for additional support if needed. Our goal is to attempt to assist the parent in any way possible before it is referred to the BTIP process.

- Students that have received two or more behavioral referrals are scheduled to be discussed at a meeting with the MTTS team and student’s teacher. Parents are included in process to provide any helpful information on the student’s behavior or different strategies that may be effective with their child. Students also complete and interest inventory to assist with the interventions that are put in place.. The individual student data along with parent, student, and teacher input is reviewed and based upon the student’s individual need a positive behavior plan may be created. The plans are implemented and monitored every 6-8 weeks to determine effectiveness.

**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>
Wednesday	1st, 2nd, 3rd, 4th	9/5/2018 - 5/22/2019	8:00 AM - 1:30 PM
Wednesday	1st, 2nd	-	-

**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	
<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.

### 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	294	513 of 717	-294	151	301

# School Improvement Plan (SIP)

School Name Morrow ES (2691)

School Year 2018 - 2019

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Using Standards-Based Assessments to Drive Instructional Decisions	Tuesday	2nd4th	8/8/2018 - 5/15/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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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	89	20.20	0.00	0.00	55.10	11.20
01	72	8.30	2.80	0.00	36.10	4.20
02	71	15.50	1.40	0.00	31.00	5.60
03	66	16.70	6.10	0.00	25.80	4.50
04	69	18.80	2.90	0.00	46.40	13.00
05	67	16.40	6.00	0.00	44.80	9.00

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

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

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

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

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

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

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

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

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

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

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

Targeted Graphic Organizers

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

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

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

### RtI Team Meeting Schedule

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

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

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

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

### **SAC Upload Center**

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

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

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

#### **CONTINUOUS IMPROVEMENT**

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

<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>
2	239	132 of 137	1	157	314

# School Improvement Plan (SIP)

School Name North Side ES (0041)

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 ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	5
Fourth Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	4
Third Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	3
Second Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	2
First Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	1
Kindergarten ELA	Wednesday	2nd4th	8/22/2018 - 5/22/2019	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	72	16.70	1.40	0.00	26.40	8.30
01	74	12.20	4.10	0.00	39.20	8.10
02	72	20.80	2.80	0.00	23.60	8.30
03	67	13.40	3.00	0.00	40.30	9.00
04	72	15.30	2.80	0.00	45.80	8.30
05	60	10.00	0.00	0.00	53.30	5.00

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

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

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

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

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

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

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

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

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

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

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

Targeted Graphic Organizers

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

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

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

Math Manipulatives

### **RtI Team Meeting Schedule**

<b>Day(s) of Week</b>	<b>Week(s) of Month</b>	<b>Start/End Dates</b>	<b>Start/End Times</b>
Monday	1st, 3rd	8/27/2018 - 5/20/2019	8:15 AM - 2:40 PM
Monday	1st, 3rd	8/27/2018 - 5/20/2019	8:15 AM - 2:40 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>
October2018SACagenda_minutes.pdf	October	Monitored	10/31/2018
SACagenda_Sept.pdf	September	Monitored	10/18/2018
2018_2019SACbylaws.pdf	October	SAC ByLaws	10/16/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

#### CONTINUOUS IMPROVEMENT

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

<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	175	700 of 717	2	210	420

# School Improvement Plan (SIP)

School Name Pines Lakes ES (2861)

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
PLE - Literacy PLC (Day 16/17/18 of the 20 day cycle) - Days vary	Wednesday		9/6/2018 - 5/31/2019	1:50 PM - 2:50 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>
<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	94	29.80	2.10	0.00	36.20	10.60
01	81	16.00	0.00	0.00	40.70	4.90
02	87	16.10	0.00	0.00	18.40	3.40
03	74	24.30	2.70	0.00	28.40	6.80
04	92	18.50	1.10	0.00	19.60	2.20
05	105	15.20	1.90	0.00	21.00	2.90

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

Pines Lakes Elementary provides students with educational opportunities stemming from the Florida Standards (Math and Language Arts)/Next Generation Sunshine State Standards (Science). At PLE we use a variety of internal progress monitoring practices that align with grade level standards. With the help of and support of content area specialist coaches and resource teachers, we provide each grade level with a scope and sequence that allows the time to teach, assess, adjust methodology based upon student performance data, and reassess to ensure student understanding.

All students are exposed to the aforementioned tier 1 instructional program. However, teachers use interventions with students that are not meeting grade level expectations. Using a data driven approach, small group teacher led instruction is provided using research based materials and methodology. Results are graphed to allow the Response to Intervention (RtI) team to review each case with the teacher and parent. At meetings, all members are able to provide input to ensure the best plan is developed and monitored for each student. This process also occurs with behavior concerns.

To address literacy intervention at our school, our teachers employ a variety of programs and delivery techniques that are research-based that target specific deficiencies. Programs include the use of Foundations, Levelled Literacy Instruction (LLI), Phonics for Reading, Quickreads, and the i-Ready teacher toolbox. For

mathematics, teachers have access to the i-Ready teacher toolbox, Touchmath, and the Go Math! adoption intervention books.

Behavioral intervention strategies are employed in the classroom and supported through our ESE specialist. Students use visual schedules, incremental time feedback systems, checklists, and social stories to help them to be successful academically.

### **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	1st, 2nd, 3rd, 4th, 5th	9/6/2018 - 5/27/2019	8:30 AM - 1:30 PM

### **BEST PRACTICE #3**

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

#### **ACCREDITATION PROCESS**

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

<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	
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<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>
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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
2861_SAF-Bylaws.pdf	October	SAF ByLaws	10/31/2018
Pines-Lakes-SAC-Membership.pdf	October	None	10/26/2018
2861_SAC_MeetingSchedule.pdf	October	None	10/23/2018
SACminutes_Aug31_2018.pdf	August	Monitored	10/19/2018
SigninSheets_Sept282018.pdf	September	Monitored	10/19/2018
September-2018-SAC-Agenda.docx	September	Monitored	10/19/2018
PinesLakes_Bylaws18-19.pdf	September	SAC ByLaws	10/5/2018
Agenda_Aug312018.pdf	August	Monitored	9/11/2018



File Name	Meeting Month	Document Type	Uploaded Date
Minutes_May2018.pdf	May	None	9/11/2018
SignInSheets_Aug312018.pdf	August	Monitored	9/11/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	393	66 of 156	1	85	169

### 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 we are focusing on for student achievement in 2018-19 is ELA. We are focused on providing high quality-standards based instruction that is targetted to individual student needs. Our focus this year is to increase learning gains and lowest quartile learning gains in ELA, as they were our lowest areas of 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 we will scale up will be our PLCs.

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

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

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

At PLE, we use a hybrid of I-ready/SchoolCity/StemScopes to progress monitor on a three week rotational basis.

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

Each teacher is responsible for monitoring student data. Coaches and administration have weekly meetings where they review student and teacher data. Using the cycle assessments coaches and administration conduct a thorough review on a three week rotational schedule. Support is provided for teachers and students as the data indicates the areas of specific need.

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

Teachers are exposed to a wide variety of training both internally and externally through BCPS. We aim to help each teacher continue to grow by providing choice based and assigned professional development opportunities.

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

Classroom walkthroughs, Lesson Plan collection, formal reviews of progress monitoring 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?**

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

**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 a close partnership with Dr. Johnson (our SEL coach) we have identified areas that we are doing well with exposing our students to SEL curriculum. Using this as a starting point, we will continue programs that had a measurable impact on campus including but not limited to the PAL program, Student Mentoring Clubs and Kids of Character. We are also adding a partnership with Flanigan HS and the UTAP program as well as the Teen Trendsetters program.

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

We expose students to the 5 core competencies by emphasising our school-wide expectations that we have provided training to teachers on. The power of 3, taking care of self, others, and the environment. Our teachers use a variety of materials to reinforce life skill lessons.

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

We beleive that we are responsible for educating the whole child. We support students' growth academically, as well as socially and emotionally. Our staff remains in communication and uses team work to handle all situations.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will identify the target population, calculate the number of developmental scale points a student must earn to have a learning gain.	Teachers, Coaches, Admin	10/22/2018	Drive By Data (admin) protocols will be used to help teachers to see the positive impact of instruction	

# School Improvement Plan (SIP)

School Name Pinewood ES (2811)

School Year 2018 - 2019

## BEST PRACTICE #1

**A Focused and Authentic PLC**

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
2811ELA	Thursday		8/23/2018 - 5/30/2019	2:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

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

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

Pines Lakes Elementary provides students with educational opportunities stemming from the Florida Standards (Math and Language Arts)/Next Generation Sunshine State Standards (Science). At PLE we use a variety of internal progress monitoring practices that align with grade level standards. With the help of and support of content area specialist coaches and resource teachers, we provide each grade level with a scope and sequence that allows the time to teach, assess, adjust methodology based upon student performance data, and reassess to ensure student understanding.

All students are exposed to the aforementioned tier 1 instructional program. However, teachers use interventions with students that are not meeting grade level expectations. Using a data driven approach, small group teacher led instruction is provided using research based materials and methodology. Results are graphed to allow the Response to Intervention (RtI) team to review each case with the teacher and parent. At meetings, all members are able to provide input to ensure the best plan is developed and monitored for each student. This process also occurs with behavior concerns.

To address literacy intervention at our school, our teachers employ a variety of programs and delivery techniques that are research-based that target specific deficiencies. Programs include the use of Foundations, Levelled Literacy Instruction (LLI), Phonics for Reading, Quickreads, and the i-Ready teacher toolbox. For

mathematics, teachers have access to the i-Ready teacher toolbox, Touchmath, and the Go Math! adoption intervention books.

Behavioral intervention strategies are employed in the classroom and supported through our ESE specialist. Students use visual schedules, incremental time feedback systems, checklists, and social stories to help them to be successful academically.

**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	8/23/2018 - 5/30/2019	8:30 AM - 1:30 PM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

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

<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	
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<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>
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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-COMPOSITION_REPORT_18_19.pdf	October	Developed	10/23/2018
9_27_18_SAF_AGENDA_.docx	September	SAF ByLaws	10/19/2018
9_27_18_SAF_SIGN_IN_SHEET.pdf	September	Monitored	10/19/2018
2018-2019-PINEWOOD-ELEMENTARY-SAC-BY-LAWS.docx	October	SAC ByLaws	10/18/2018
2811__PINEWOOD_18_19_SAF_DATES.docx	August	SAF ByLaws	10/18/2018
SIGN_IN_SHEETS_9_27_18.pdf	September	Developed	10/11/2018
SAC-Sept.-2018--Notes.docx	September	Developed	10/11/2018

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
18_19-SEP--SAC-AGENDA-(a).docx	September	Monitored	10/11/2018
PINEWOOD_18_19_SAC_DATES.docx	August	Developed	10/11/2018

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<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>
2	472	9 of 137	4	41	81

### **Goals**

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

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



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

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

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

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

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

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

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

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

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

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

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

## **properly and effectively?**

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

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

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

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

## **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 teaches Social and Emotional Learning through use of the Character Education Program, Morning News social stories, and the LEAPS Behavior Strategy Program. We are a Positive Behavior Interventions and Support School and practice social emotional learning strategies through our ROAR program, which teaches responsibility, ownership for actions, awesome attitude, and respect for others.

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

The first competency for Social Emotional Learning is Self Management, which is addressed through literature such as the Seven Habits. The second competency is Self Awareness, which is practiced during classroom meetings with the Guidance Counselor. Responsible Decision Making is promoted through our Panther Bucks Store, where students earn bucks for practicing responsibility. Students make decisions as to positive behavior which impacts the amount they can earn and spend at the store each month. Relationship Skills and Social Awareness are taught through online lessons in our Positive Behavior and Interventions and Support Program.

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

Our school policy helps students to understand and manage emotions. We help students set and achieve positive goals. Teachers promote relationships that encourage students to feel and show empathy for others.



# School Improvement Plan (SIP)

School Name Pompano Beach ES (0751)

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
0751 ELA 5 2018-19	Thursday	2nd4th	8/23/2018 - 5/23/2019	2:00 PM - 3:00 PM	5
0751 ELA 4th 2018-19	Wednesday	2nd4th	8/22/2018 - 5/22/2019	2:00 PM - 4:00 PM	4
0751 ELA 3rd 2018-19	Tuesday	2nd4th	8/21/2018 - 5/21/2019	2:00 PM - 4:00 PM	3
0751 ELA 2 2018-19	Monday	2nd4th	8/20/2018 - 5/20/2019	2:00 PM - 4:00 PM	2
0751 ELA K 2018-19	Thursday	1st3rd5th	8/16/2018 - 5/16/2019	2:00 PM - 4:00 PM	Pre K, K
0751 ELA 1 2018-19	Friday	1st3rd5th	8/17/2018 - 5/17/2019	2:00 PM - 4:00 PM	1

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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	72	20.80	1.40	0.00	51.40	18.10
01	81	27.20	4.90	0.00	33.30	11.10
02	72	11.10	2.80	0.00	36.10	6.90
03	101	18.80	7.90	0.00	36.60	7.90
04	73	19.20	5.50	0.00	53.40	16.40
05	82	18.30	6.10	0.00	26.80	11.00

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

All students in kindergarten through fifth grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math once per month to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take school-level science assessments once per quarter to monitor progress in science.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. Students in grades 3-5 also engage in math club with the Acaletics Math Program for 30 minutes daily as part of their core math instruction. All teachers utilize Science Fusion and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Language Arts Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. The iReady Computer program is used from K-5 for both reading and math. Supplemental materials are used daily for a minimum of 45 minutes per week. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5.

Intervention programs for reading include Words Their Way, Phonics for Reading, Rewards, and Blueprint for Comprehension Intervention. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

**RtI Team Meeting Schedule**

<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	8/28/2018 - 5/30/2018	8:00 AM - 2:00 PM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

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

<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>
2018-19-SAC-Composition-Report.pdf	September	None	10/17/2018
SAC-Sign-Ins-10-4-2018.pdf	October	Developed	10/5/2018

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
SAC-Minutes-10-4-2018.docx	October	Developed	10/5/2018
SAC-Agenda-10-4-2018.docx	October	Developed	10/5/2018
SAC-ByLaws-9-13-2018.pdf	September	SAC ByLaws	10/2/2018
SAC-Sign-Ins-9-13-2018.pdf	September	None	10/2/2018
SAC-Minutes-9-13-2018.docx	September	None	10/2/2018
SAC-Agenda-9-13-2018.docx	September	None	10/2/2018

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<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?**

English Language Arts - The overall percentage of students demonstrating proficiency on the 2018 Florida Standards Assessment (FSA) English Language Arts (ELA) was 30 percent. Average learning gains in ELA was 42 percent and the Lowest 25 percent making gains in ELA was 57 percent.

Mathematics - The overall percentage of students demonstrating proficiency on the 2018 FSA Mathematics was 42 percent. Average learning gains was 50 percent and the lowest 25 percent of students making gains was 38 percent.

These areas were chosen based on trend data. The percentage of students making learning gains has decreased in both math and ELA for both categories (overall population and lowest quartile).

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

To increase performance in the SES Band, Tier I instruction will be scaled-up to improve the quality of teaching and learning in order to increase performance within our SES band.

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

ELA - The ELA Block will be modified to enhance and support a balanced literacy approach for teaching which includes modeled, shared, guided and independent opportunities for all students. These opportunities will be adjusted for each individual student based on their level of need according to bi-weekly progress monitoring data for standards and the Benchmark Assessment System (BAS) results.

- Teachers will attend professional development in BAS, Read Alouds, Guided Reading, and Close Reading.
- Teachers will receive consistent coaching and support in the instructional planning and delivery of lessons.
- Students will be assessed bi-weekly on standards taught to ensure progress towards proficiency.
- Students will receive feedback and opportunities for reteaching/enrichment based on performance on the bi-weekly assessments
- Push-in support (Academic Tutors) will be provided to students struggling to demonstrate mastery (specifically for those in the bottom quartile).

Math - The math block will be modified to enhance and support small group instruction for all students. This level of instruction will be adjusted based on the performance and needs of students within each classroom.

- Teachers will attend professional development in Calendar Math, Small Group Instruction for Math, and Utilizing resources to enhance instruction.
- Teachers will receive consistent coaching and support in the instructional planning and delivery of lessons.
- Students will be assessed bi-weekly on standards taught to ensure progress towards proficiency.
- Students will receive feedback and opportunities for reteaching/enrichment based on performance on the bi-weekly assessments
- Push-in support (Academic Tutors) will be provided to students struggling to demonstrate mastery (specifically for those in the bottom quartile).

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

ELA - Writing assessments are administered monthly to all students in grades 3-5 to monitor progress in writing for both the informative and opinion style of writing.

ELA - The Benchmark Assessment System (BAS) is administered to all students a minimum of 3 times per year to monitor student progress and determine instructional targets for reading.

ELA - Bi-weekly standards mastery assessments are being used to monitor student progress on grade level standards and expectations.

ELA - Quarterly Show What You Know assessments are administered and reviewed to all students in grades 3 - 5.

Math - Standards Mastery Assessments are administered at the end of Each Chapter of Go Math to monitor student progress in K-5.

Math - Quarterly Show What You Know assessments are administered and reviewed to all students in grades 3 - 5.

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

Academic Tutors have been hired to provide additional push-in support to students not demonstrating proficiency or progressing towards academic school goals in both math and reading. These tutors service individuals and small groups of students in grades 3 - 5.

Leveled Literacy Intervention (LLI) is provided to students in need of Tier III support for reading based on their academic needs.

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

Classroom walkthroughs are conducted by administration and coaching staff to ensure all classroom instruction is accessible to the full range of learners. Coaching support and feedback is provided to teachers to support the effectiveness of teacher planning and lesson delivery.

All teachers attend PLCs every 7 days to plan and discuss quality teaching opportunities accessible for all students.

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

Classroom walkthroughs are conducted by administration and coaching staff to ensure Tier I Standards-based instruction is implemented properly and effectively in classrooms. Coaching support and feedback is provided to teachers to support the effectiveness of teacher planning and lesson delivery.

?All teachers attend PLCs every 7 days to plan and discuss quality teaching opportunities accessible for all students.

All student data is monitored by teachers, coaches, and administration to make recommendations, adjustments

and changes for students based on the level of need and progress being made toward reaching proficiency on standards-based assessments and BAS.

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

To ensure students have access to a balance of literary and informational texts, a full resource room is available to all teachers. This resource room offers more than 5,000 books for teachers and students to have access to a variety of text to supplement core instruction.

Core Instruction materials more than 5,000 leveled books from the Resource Room, Social Studies leveled books, Scholastic Science leveled books, Florida Ready LAFS student books, and Scholastic online Guided Reading Programs at all grade levels K-5. These resources support a core balanced literacy approach for instruction.

Supplemental materials for grades K-5 include iReady, Accelerated Reader, iStation, and Discovery Learning to enhance/support the quality of core instruction and the materials available through a variety of mediums. Intervention materials for grades K-5 include Phonics for Reading, Question/Answer/Relationships (QAR), Rewards, Words Their Way, and Leveled Literacy Interventions (LLI) for students to ensure students have access to specific materials and programs based on their skill deficit and need.

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

Pompano Beach Elementary School utilizes multiple programs throughout the school year to ensure students are developing the social and emotional skills based on the five competencies.

Programs include:

- Restorative Circles
- Sanford Harmony
- Cloud 9
- Class Dojo (Growth Mindset)
- LEAPS

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

Social and Emotional Learning Programs utilized in school include Sanford Harmony, Cloud 9, Class Dojo (Growth Mindset) and LEAPS.

These skills are taught explicitly through:

- Cloud 9 (tier I)
- Personal Goal Setting (tier I)
- Motivational Quotes (tier I)
- Monthly Spotlight (tier 1)
- Kiwani's Kids (Tier II)
- Peer Mediation Program (Tier II)

- Friendship Group (Tier III)
- Parent/Teacher/Student Conferencing (Tier III)

These skills are integrated through school-wide programs such as Cloud 9, Sanford Harmony, Read Alouds, Monthly Cultural Celebrations, and I'm Thumbbody.

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

All teachers and students at Pompano Beach Elementary School strive to build social awareness and interpersonal skills to maintain positive relationships. All teachers and students make an effort to develop self-awareness and self-management skills to demonstrate positive behaviors creating a safe and nurturing learning environment.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs, Analyzing Data, Professional Development, Instructional Modeling by Coaches, and Monitoring student progress frequently to ensure student learning and alignment of instruction.	Classroom Teachers, Coaches, and Administration	6/4/2019	Balanced Literacy, Read Alouds, Benchmark Assessment System, Small Group Instruction for reading and math, Calendar Math, Acaletics, and Using Manipulatives in Math	\$4,642.00

# School Improvement Plan (SIP)

School Name Pompano Beach ES (0751)

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
0751 ELA 5 2018-19	Thursday	2nd4th	8/23/2018 - 5/23/2019	2:00 PM - 3:00 PM	5
0751 ELA 4th 2018-19	Wednesday	2nd4th	8/22/2018 - 5/22/2019	2:00 PM - 4:00 PM	4
0751 ELA 3rd 2018-19	Tuesday	2nd4th	8/21/2018 - 5/21/2019	2:00 PM - 4:00 PM	3
0751 ELA 2 2018-19	Monday	2nd4th	8/20/2018 - 5/20/2019	2:00 PM - 4:00 PM	2
0751 ELA K 2018-19	Thursday	1st3rd5th	8/16/2018 - 5/16/2019	2:00 PM - 4:00 PM	Pre K, K
0751 ELA 1 2018-19	Friday	1st3rd5th	8/17/2018 - 5/17/2019	2:00 PM - 4:00 PM	1

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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	72	20.80	1.40	0.00	51.40	18.10
01	81	27.20	4.90	0.00	33.30	11.10
02	72	11.10	2.80	0.00	36.10	6.90
03	101	18.80	7.90	0.00	36.60	7.90
04	73	19.20	5.50	0.00	53.40	16.40
05	82	18.30	6.10	0.00	26.80	11.00

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

All students in kindergarten through fifth grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math once per month to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take school-level science assessments once per quarter to monitor progress in science.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. Students in grades 3-5 also engage in math club with the Acaletics Math Program for 30 minutes daily as part of their core math instruction. All teachers utilize Science Fusion and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Language Arts Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. The iReady Computer program is used from K-5 for both reading and math. Supplemental materials are used daily for a minimum of 45 minutes per week. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5.

Intervention programs for reading include Words Their Way, Phonics for Reading, Rewards, and Blueprint for Comprehension Intervention. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

**RtI Team Meeting Schedule**

<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	8/28/2018 - 5/30/2018	8:00 AM - 2:00 PM

**BEST PRACTICE #3**

**Optimal Internal/External Relationships**

**ACCREDITATION PROCESS**

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

<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>
2018-19-SAC-Composition-Report.pdf	September	None	10/17/2018
SAC-Sign-Ins-10-4-2018.pdf	October	Developed	10/5/2018



File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-10-4-2018.docx	October	Developed	10/5/2018
SAC-Agenda-10-4-2018.docx	October	Developed	10/5/2018
SAC-ByLaws-9-13-2018.pdf	September	SAC ByLaws	10/2/2018
SAC-Sign-Ins-9-13-2018.pdf	September	None	10/2/2018
SAC-Minutes-9-13-2018.docx	September	None	10/2/2018
SAC-Agenda-9-13-2018.docx	September	None	10/2/2018

## BEST PRACTICE #4

### Scaling Up BEST Practices

### CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
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 - The overall percentage of students demonstrating proficiency on the 2018 Florida Standards Assessment (FSA) English Language Arts (ELA) was 30 percent. Average learning gains in ELA was 42 percent and the Lowest 25 percent making gains in ELA was 57 percent.

Mathematics - The overall percentage of students demonstrating proficiency on the 2018 FSA Mathematics was 42 percent. Average learning gains was 50 percent and the lowest 25 percent of students making gains was 38 percent.

These areas were chosen based on trend data. The percentage of students making learning gains has decreased in both math and ELA for both categories (overall population and lowest quartile).

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

To increase performance in the SES Band, Tier I instruction will be scaled-up to improve the quality of teaching and learning in order to increase performance within our SES band.

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

ELA - The ELA Block will be modified to enhance and support a balanced literacy approach for teaching which includes modeled, shared, guided and independent opportunities for all students. These opportunities will be adjusted for each individual student based on their level of need according to bi-weekly progress monitoring data for standards and the Benchmark Assessment System (BAS) results.

- Teachers will attend professional development in BAS, Read Alouds, Guided Reading, and Close Reading.
- Teachers will receive consistent coaching and support in the instructional planning and delivery of lessons.
- Students will be assessed bi-weekly on standards taught to ensure progress towards proficiency.
- Students will receive feedback and opportunities for reteaching/enrichment based on performance on the bi-weekly assessments
- Push-in support (Academic Tutors) will be provided to students struggling to demonstrate mastery (specifically for those in the bottom quartile).

Math - The math block will be modified to enhance and support small group instruction for all students. This level of instruction will be adjusted based on the performance and needs of students within each classroom.

- Teachers will attend professional development in Calendar Math, Small Group Instruction for Math, and Utilizing resources to enhance instruction.
- Teachers will receive consistent coaching and support in the instructional planning and delivery of lessons.
- Students will be assessed bi-weekly on standards taught to ensure progress towards proficiency.
- Students will receive feedback and opportunities for reteaching/enrichment based on performance on the bi-weekly assessments
- Push-in support (Academic Tutors) will be provided to students struggling to demonstrate mastery (specifically for those in the bottom quartile).

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

ELA - Writing assessments are administered monthly to all students in grades 3-5 to monitor progress in writing for both the informative and opinion style of writing.

ELA - The Benchmark Assessment System (BAS) is administered to all students a minimum of 3 times per year to monitor student progress and determine instructional targets for reading.

ELA - Bi-weekly standards mastery assessments are being used to monitor student progress on grade level standards and expectations.

ELA - Quarterly Show What You Know assessments are administered and reviewed to all students in grades 3 - 5.

Math - Standards Mastery Assessments are administered at the end of Each Chapter of Go Math to monitor student progress in K-5.

Math - Quarterly Show What You Know assessments are administered and reviewed to all students in grades 3 - 5.

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

Academic Tutors have been hired to provide additional push-in support to students not demonstrating proficiency or progressing towards academic school goals in both math and reading. These tutors service individuals and small groups of students in grades 3 - 5.

Leveled Literacy Intervention (LLI) is provided to students in need of Tier III support for reading based on their academic needs.

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

Classroom walkthroughs are conducted by administration and coaching staff to ensure all classroom instruction is accessible to the full range of learners. Coaching support and feedback is provided to teachers to support the effectiveness of teacher planning and lesson delivery.

All teachers attend PLCs every 7 days to plan and discuss quality teaching opportunities accessible for all students.

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

Classroom walkthroughs are conducted by administration and coaching staff to ensure Tier I Standards-based instruction is implemented properly and effectively in classrooms. Coaching support and feedback is provided to teachers to support the effectiveness of teacher planning and lesson delivery.

?All teachers attend PLCs every 7 days to plan and discuss quality teaching opportunities accessible for all students.

All student data is monitored by teachers, coaches, and administration to make recommendations, adjustments

and changes for students based on the level of need and progress being made toward reaching proficiency on standards-based assessments and BAS.

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

To ensure students have access to a balance of literary and informational texts, a full resource room is available to all teachers. This resource room offers more than 5,000 books for teachers and students to have access to a variety of text to supplement core instruction.

Core Instruction materials more than 5,000 leveled books from the Resource Room, Social Studies leveled books, Scholastic Science leveled books, Florida Ready LAFS student books, and Scholastic online Guided Reading Programs at all grade levels K-5. These resources support a core balanced literacy approach for instruction.

Supplemental materials for grades K-5 include iReady, Accelerated Reader, iStation, and Discovery Learning to enhance/support the quality of core instruction and the materials available through a variety of mediums. Intervention materials for grades K-5 include Phonics for Reading, Question/Answer/Relationships (QAR), Rewards, Words Their Way, and Leveled Literacy Interventions (LLI) for students to ensure students have access to specific materials and programs based on their skill deficit and need.

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

Pompano Beach Elementary School utilizes multiple programs throughout the school year to ensure students are developing the social and emotional skills based on the five competencies.

Programs include:

- Restorative Circles
- Sanford Harmony
- Cloud 9
- Class Dojo (Growth Mindset)
- LEAPS

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

Social and Emotional Learning Programs utilized in school include Sanford Harmony, Cloud 9, Class Dojo (Growth Mindset) and LEAPS.

These skills are taught explicitly through:

- Cloud 9 (tier I)
- Personal Goal Setting (tier I)
- Motivational Quotes (tier I)
- Monthly Spotlight (tier 1)
- Kiwani's Kids (Tier II)
- Peer Mediation Program (Tier II)

- Friendship Group (Tier III)
- Parent/Teacher/Student Conferencing (Tier III)

These skills are integrated through school-wide programs such as Cloud 9, Sanford Harmony, Read Alouds, Monthly Cultural Celebrations, and I'm Thumbbody.

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

All teachers and students at Pompano Beach Elementary School strive to build social awareness and interpersonal skills to maintain positive relationships. All teachers and students make an effort to develop self-awareness and self-management skills to demonstrate positive behaviors creating a safe and nurturing learning environment.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs, Analyzing Data, Professional Development, Instructional Modeling by Coaches, and Monitoring student progress frequently to ensure student learning and alignment of instruction.	Classroom Teachers, Coaches, and Administration	6/4/2019	Balanced Literacy, Read Alouds, Benchmark Assessment System, Small Group Instruction for reading and math, Calendar Math, Acaletics, and Using Manipulatives in Math	\$4,642.00

# School Improvement Plan (SIP)

School Name Tedder ES (0571)

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
Tedder ELA/Math/Science K-5	Thursday	2nd4th	9/13/2018 - 5/23/2019	3:35 PM - 4:15 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	89	21.30	1.10	0.00	16.90	5.60
01	94	20.20	1.10	0.00	48.90	8.50
02	120	11.70	3.30	0.00	45.80	5.80
03	89	14.60	4.50	0.00	28.10	6.70
04	120	15.80	0.00	0.00	33.30	2.50
05	118	15.30	1.70	0.00	33.10	3.40

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

Tedder Elementary provides an extra hour of reading intervention for all students KG-grade 5. During this extra hour teachers differentiate learning to provide intervention or enrichment through the use of a variety of programs such as Leveled Literacy Intervention, Phonics for Reading, and Novel Study. All teachers provide an additional half hour of math to provide tier 2 math intervention using Re-Teach Go Math material. All students in grades 2-5 utilize Reflex math to improve math fluency. We provide schoolwide math fluency drills to further improve the student's fluency.

All students indentified as our lowest 30% are provided an additional 30 minutes small group instruction in reading or math by our support staff. All retained students in third grade are being provided an additional half hour of small group reading with our Literacy resource teacher using Leveled Literacy Intervention (LLI). Data chats are held with teachers, support staff and administration to discuss the needs of each students. Teachers also conduct data chats with students and set goals. Students have Guidelines for Success incentive cards that help them track their process in the areas of mini assessments, behavior, iredy and homework. Students earn incentives for achievement.

RtI is held weekly to further discuss fragile students and prescribe interventions.

Mentoring groups have been formed and selected students meet weekly with their mentor. referrals to outside agencies are done for students and families who demonstrate a need for counseling. All teachers will begin to

implement Stanford Harmony within their classroom. This program will be taught 10-15 minutes daily in all classes to focus on implementation of SEL strategies and practices.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/28/2018 - 5/21/2019	12:00 PM - 3:00 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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>
SAC-Members.pdf	November	Monitored	11/1/2018

### **BEST PRACTICE #4**

#### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<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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<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	311	442 of 717	-311	142	284

## Goals

**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?**

High Quality Instruction will be scaled up to improve teaching and learning to increase performance . Through PLC teachers will effectively identify improve their teaching practices.

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

Through authentic professional learning communities (PLCs), Tedder will improve teaching and learning practices by establishing a strong focus on implementing effective lesson planning tools and strategies to increase teacher effectiveness in meeting student's various needs. Using the PLC model, teachers will engage in professional learning opportunities based on identified individual needs aligned with the backwards design process, identifying curriculum resources, declarative vs. procedural knowledge, creating learning goals and assessments as well as classroom activities and assignments. This structure will allow for collaborative inquiry and lesson studies using the analyzing student work (ASW) process which generates lesson plans that guide effective instruction for all. As we maximize our time, we will explore opportunities and possibilities to have coaches, team leaders, and teachers collaborating on building lesson plans through interactive PowerPoints. If this initiative goes well we will build upon it each semester for other grade levels.

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

BAS is completed three times a year in grades K-5.

Grades K- 5 i-Ready Math and Reading Diagnostic Assessment is completed three times a year.

Progress Monitoring is completed using the Standard Mastery Assessment in i-Ready. The assessment is given after each instructional cycle is complete.

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

Each grade level is following an Instructional Focus Calendar that aligns directly to the Florida Standards. Each grade level has time built into the calendar for assessing, reteaching, and reassessing each standard to meet the needs of all students. Tedder Elementary School also has an extended day where one hour of the day

is built into the school's schedule specifically to address the needs of all students in Reading. This time frame is used to enrich, enhance, or remediate student learning to meet diverse needs of students. Classroom teachers conduct frequent progress monitoring checks to determine the effectiveness of intervention/enrichment and to adjust instructional plans accordingly. Data collected includes program based assessments, running records, Phonics Inventory, and Phonological Awareness Inventory.

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

Students have access to informational text through a variety of books in the scholastic leveled libraries in their classrooms. Teachers may also check out books from the scholastic leveled bookroom for small group instruction. Through the use of the i Ready computer based program, and schoolcity assessment database, students have the opportunity to be exposed to informational text. Students also have access to MyOn, which allows them to read informational text for enjoyment online.

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

The Cloud 9 Program was implemented to ensure students were developing their social and emotional skills. Each month a new character trait was introduced through literature, videos, morning announcements, and culminating activity. Also, we used schoolwide prevention days to address SEL standards that were needed to improve our school culture and student's social emotional development.

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

Each month, core competencies were selected to address the character traits. Competencies were taught during during grade level assemblies and reviewed daily on the morning announcements. Teachers also used lesson plans to implements strategies in the classroom, which were supplemented by the book of the month and video.

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

Mentoring programs were run by male mentors to support our students social emotional learning. Using school data, prevention days and school clubs were selected to address school wide SEL goals.

# School Improvement Plan (SIP)

School Name Tedder ES (0571)

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
Tedder ELA/Math/Science K-5	Thursday	2nd4th	9/13/2018 - 5/23/2019	3:35 PM - 4:15 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	89	21.30	1.10	0.00	16.90	5.60
01	94	20.20	1.10	0.00	48.90	8.50
02	120	11.70	3.30	0.00	45.80	5.80
03	89	14.60	4.50	0.00	28.10	6.70
04	120	15.80	0.00	0.00	33.30	2.50
05	118	15.30	1.70	0.00	33.10	3.40

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

Tedder Elementary provides an extra hour of reading intervention for all students KG-grade 5. During this extra hour teachers differentiate learning to provide intervention or enrichment through the use of a variety of programs such as Leveled Literacy Intervention, Phonics for Reading, and Novel Study. All teachers provide an additional half hour of math to provide tier 2 math intervention using Re-Teach Go Math material. All students in grades 2-5 utilize Reflex math to improve math fluency. We provide schoolwide math fluency drills to further improve the student's fluency.

All students indentified as our lowest 30% are provided an additional 30 minutes small group instruction in reading or math by our support staff. All retained students in third grade are being provided an additional half hour of small group reading with our Literacy resource teacher using Leveled Literacy Intervention (LLI). Data chats are held with teachers, support staff and administration to discuss the needs of each students. Teachers also conduct data chats with students and set goals. Students have Guidelines for Success incentive cards that help them track their process in the areas of mini assessments, behavior, iredy and homework. Students earn incentives for achievement.

RtI is held weekly to further discuss fragile students and prescribe interventions.

Mentoring groups have been formed and selected students meet weekly with their mentor. referrals to outside agencies are done for students and families who demonstrate a need for counseling. All teachers will begin to

implement Stanford Harmony within their classroom. This program will be taught 10-15 minutes daily in all classes to focus on implementation of SEL strategies and practices.

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/28/2018 - 5/21/2019	12:00 PM - 3:00 PM

### BEST PRACTICE #3

#### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
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>
SAC-Members.pdf	November	Monitored	11/1/2018

### **BEST PRACTICE #4**

#### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<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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<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	311	442 of 717	-311	142	284

## Goals

**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?**

High Quality Instruction will be scaled up to improve teaching and learning to increase performance . Through PLC teachers will effectively identify improve their teaching practices.

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

Through authentic professional learning communities (PLCs), Tedder will improve teaching and learning practices by establishing a strong focus on implementing effective lesson planning tools and strategies to increase teacher effectiveness in meeting student's various needs. Using the PLC model, teachers will engage in professional learning opportunities based on identified individual needs aligned with the backwards design process, identifying curriculum resources, declarative vs. procedural knowledge, creating learning goals and assessments as well as classroom activities and assignments. This structure will allow for collaborative inquiry and lesson studies using the analyzing student work (ASW) process which generates lesson plans that guide effective instruction for all. As we maximize our time, we will explore opportunities and possibilities to have coaches, team leaders, and teachers collaborating on building lesson plans through interactive PowerPoints. If this initiative goes well we will build upon it each semester for other grade levels.

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

BAS is completed three times a year in grades K-5.

Grades K- 5 i-Ready Math and Reading Diagnostic Assessment is completed three times a year.

Progress Monitoring is completed using the Standard Mastery Assessment in i-Ready. The assessment is given after each instructional cycle is complete.

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

Each grade level is following an Instructional Focus Calendar that aligns directly to the Florida Standards. Each grade level has time built into the calendar for assessing, reteaching, and reassessing each standard to meet the needs of all students. Tedder Elementary School also has an extended day where one hour of the day



is built into the school's schedule specifically to address the needs of all students in Reading. This time frame is used to enrich, enhance, or remediate student learning to meet diverse needs of students. Classroom teachers conduct frequent progress monitoring checks to determine the effectiveness of intervention/enrichment and to adjust instructional plans accordingly. Data collected includes program based assessments, running records, Phonics Inventory, and Phonological Awareness Inventory.

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

Students have access to informational text through a variety of books in the scholastic leveled libraries in their classrooms. Teachers may also check out books from the scholastic leveled bookroom for small group instruction. Through the use of the i Ready computer based program, and schoolcity assessment database, students have the opportunity to be exposed to informational text. Students also have access to MyOn, which allows them to read informational text for enjoyment online.

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

The Cloud 9 Program was implemented to ensure students were developing their social and emotional skills. Each month a new character trait was introduced through literature, videos, morning announcements, and culminating activity. Also, we used schoolwide prevention days to address SEL standards that were needed to improve our school culture and student's social emotional development.

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

Each month, core competencies were selected to address the character traits. Competencies were taught during during grade level assemblies and reviewed daily on the morning announcements. Teachers also used lesson plans to implements strategies in the classroom, which were supplemented by the book of the month and video.

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

Mentoring programs were run by male mentors to support our students social emotional learning. Using school data, prevention days and school clubs were selected to address school wide SEL goals.

# School Improvement Plan (SIP)

School Name Watkins ES (0511)

School Year 2018 - 2019

## BEST PRACTICE #1

A Focused and Authentic PLC

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Using Data to Drive Content	Tuesday Thursday	1st2nd3rd4th	8/15/2018 - 4/30/2019	3:20 PM - 4:10 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>
<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	78	24.40	0.00	0.00	42.30	14.10
01	98	20.40	2.00	0.00	37.80	11.20
02	91	20.90	4.40	0.00	23.10	7.70
03	102	15.70	2.90	0.00	27.50	3.90
04	105	15.20	1.00	0.00	47.60	10.50
05	103	9.70	1.00	0.00	35.00	3.90

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

The MTSS team meets every week to discuss identified students in Tier 1, Tier 2, or Tier 3. The agenda is developed by the school guidance counselor based on the referrals given. Student names are submitted by classroom teachers, parents, administrators and other staff members at Watkins. The guidance counselor is responsible for organizing the instructional staff necessary for each meeting. The meeting begins with the guidance counselor identifying the student for review. Tier 1 data is reviewed for efficacy. Data from the MTSS intervention is recorded and tracked using academic and/or behavioral forms. The team, under the leadership of administration, develops and/or reviews goals and objectives appropriate for the student.

Ongoing monitoring is established to include timelines and persons who are responsible for the tracking and monitoring the implementation of the intervention. Interventions are decided based on what is appropriate from the MTSS chart, such as LLI, Phonics for Reading, etc. The Instructional Coaches attend the MTSS Meetings to ensure that we are targeting the correct area of focus within the content area. Each Coach has a list of appropriate interventions or enrichment programs that the team discusses to choose our next steps. Each grade level is provided a case manager to work with the teacher to ensure follow up and tracking data is complete.

Based on the data collected, decisions are made regarding curriculum modifications and behavior management. The MTSS Leadership team reviews relevant data to determine whether Tier 2 or Tier 3 strategies should be implemented, to include recommendations for evaluation. Tier 2 includes change in instruction in addition to whole group strategies. Tier 3 includes change in instruction to whole group strategies and Tier 2 interventions.

## RtI Team Meeting Schedule

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

---

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

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

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

**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>
Watkins-SAC-Agenda-October18.docx	October	Monitored	10/18/2018
SACSignInOctober.pdf	October	Monitored	10/18/2018
Watkins-SAC-Comp.pdf	October	Monitored	10/18/2018

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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	294	513 of 717	-294	151	301

## Goals

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

Based on our FSA data from last year our focus will be to increase our proficiency in all three content areas. In ELA and Math not only do we want to increase proficiency, but we have a focus on our lowest 25%. In Science the focus is to increase proficiency by at least ten percentage points.

**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 staff at Watkins does an excellent job using data to drive our instruction. Throughout the 2018-2019 school year we will focus on closely monitoring the individual standards within each content area for each student.

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

We have implemented a very specific calendar that focuses on assessments, PLC's and data chats. The teachers continually work with the coaches and each other to build specific lesson plans that target student needs based on their data. At the end of each cycle the students will be given a formative assessment. The teachers, coaches and administration will use the data from the formative assessment to determine which students may need remediation, which need reteach and which may need enrichment. If students were unable to master the standard, teachers will be using the supplemental and intervention materials to remediate or reteach the standards. At the end of these lessons, students will be assessed through Standards Mastery or a ticket out the door.

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

At the beginning of the school year, all students in grades K-5 participated in the I-Ready ELA and Math Diagnostic Assessments. Teachers began to administer the BAS assessment to all students in K-3 and the FSA Level 1 and 2 students in grades 4 and 5. This initial data is used to begin working with students on their individual needs. The coaches have developed Instructional Focus Calendars that include Specific Cycles of

standards. At the end of each cycle the students will be monitored using formative assessments created within the School City program. The timeline of the formative assessments vary by content and standards. A cycle usually lasts between 2-3 weeks.

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

Students are monitored by administration, coaches and teachers. For students who are not meeting goals set forth additional resources are put into place to improve academics. It is also the responsibility of the teacher to begin the RTI process for any student who may need Tier 2 or Tier 3 interventions.

**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 teachers follow the Instructional Focus calendar for each core content area. The coaches worked to ensure that Science and Social Studies are integrated into the ELA block. The teachers meet in PLC's weekly to improve on their practices.

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

Throughout our PLC's the expectation is set for what instruction is to take place during the class time. At the beginning of the school year all grade level teams need to submit their master schedule to administration for approval. Administration ensures that the daily schedule is being followed regularly. By conducting informal and formal observations the administrative team provides immediate feedback to all 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?**

All students in K-5 use the core textbooks provided by the district. Additionally, we use I-Ready technology for Reading and Math for all students as a supplemental and intervention program. The I-Ready consumable materials are used by the teachers for select students and select standards. In grades 3-5 teachers and students use the Acaletics program to spiral the standards in math. Select students use the ELA toolbox, LLI, and fluency programs to target specific needs of students.

**Strategies & Activities**

Strategies	Persons responsible	Deadline	Professional Development	Budget
Data chats that streamline the progress of students on each individual standard in ELA, Math and Science	Shonda Woodard (Literacy), Barbara Clavijo (Math) and Cecilianna Torres (Science)	5/15/2019	Teachers will participate in year long PLC's supporting lesson planning around standards and student needs.	\$2000 Title 1



# School Improvement Plan (SIP)

School Name Watkins ES (0511)

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

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

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

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# School Improvement Plan (SIP)

School Name Young, Walter C. MS (3001)

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
Walter C. Young Middle School Professional Learning Community	Thursday		8/23/2018 - 3/28/2019	8:10 AM - 8:55 AM	6, 7, 8

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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>						
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<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>
06	386	7.30	14.20	0.50	22.80	6.50
07	393	7.10	15.30	7.40	18.80	10.90
08	396	11.40	13.10	3.30	13.90	8.80

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

- Computer lab open in the mornings for remediation
- Free peer tutoring before school by National Junior Honor Society members
- High school UTAP students tutor identified students
- Remediation/re-teaching during elective periods
- Implement attendance strategies if these are indicated
- RTI
- FSA/EOC camp
- Discussing students at bi-monthly CPST meetings
- Discussing specific student needs with the teachers.
- Struggling Reading and Math Charts are used to provide specific interventions.
- Referrals to outside agencies are made on an as-needed basis to ensure that students are provided with support in all areas of need, across both the school and the home settings.
- Peer Tutoring
- Numerous teachers are volunteering to conduct additional academic assistance
- Struggling students are being pulled from their elective class in order to obtain additional academic instruction.
- PLC meetings to disaggregate student data in order to target students not meeting proficiency
- Teacher/student conferences
- Monthly Common Formative Assessments

### **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>
Thursday	1st, 2nd, 3rd, 4th, 5th	8/23/2018 - 5/30/2019	9:00 AM - 3:30 PM
Thursday	1st, 2nd, 3rd, 4th, 5th	8/30/2018 - 5/30/2019	9:00 AM - 3:30 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>	
<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>
Oct_9_SAC_Guest_Sign_In_Sheet.pdf	October	Monitored	10/18/2018
Oct_9_SAC_Sign_In_Sheet.pdf	October	Monitored	10/18/2018
Oct_9_SAC_Agenda.doc	October	Monitored	10/18/2018
SAC_Oct_Meeting-10-09-18.docx	December	Monitored	10/18/2018
Sept_SAC_Meeting-09-11-18-(1).docx	October	Monitored	10/3/2018
SAC_ByLaws_2018_2019.pdf	October	Monitored	10/3/2018
Sept_SAC_Meeting-09-11-18-(1).docx	September	Monitored	9/14/2018
Sept_Guest_Sign_In_Sheet.pdf	September	Monitored	9/12/2018
Sept_Sign_In_Sheet.pdf	September	Monitored	9/12/2018
SAF_BYLAWS.pdf	September	SAF ByLaws	9/12/2018
SAC_May_Minutes_05-08-18.docx	September	Monitored	9/12/2018

<b>File Name</b>	<b>Meeting Month</b>	<b>Document Type</b>	<b>Uploaded Date</b>
Sept_11_SAC_Agenda.doc	September	Monitored	9/11/2018
SAF_Meeting_Dates_2018_2019.doc	July	Monitored	7/22/2018
SAC_Meeting_Dates_2018_2019.doc	July	Monitored	7/22/2018

## **BEST PRACTICE #4**

### **Scaling Up BEST Practices**

### **CONTINUOUS IMPROVEMENT**

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

<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>
6	578	22 of 56	2	117	233

### **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 school ensures the classroom of instruction is aligned to grade level Florida Standards by using monthly common formative assessments (CFA) linked to the Florida LAFS to monitor students proficiency. In addition, the reading basal used in ELA classes are constructed around the Florida Standards. The evidence collected is a common formative assessment and through the professional learning communities (PLC) teachers disaggregate data and look at strengths and weaknesses in order to inform and direct lesson planning.

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

The BEST practice scaled up to improve teaching and learning in order to increase performance within the ESE band is critical thinking/ comprehension with a focus on standards based instruction to better monitor students will increase students achievement.

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

The BEST practice will be scaled up by implementing and utilizing performance tasks and monthly CFA to foster formative assessments in order to depict the strengths and weaknesses of students. In addition, BEST Practices will be scaled up by interpreting relationships among those new concepts, citing evidence, and utilizing active depth of knowledge stem questions to foster reading comprehension skills so that students' high order thinking skills will be stimulated, and monitor data to make sure effective individual instruction to compare their specific data and differentiate instruction.

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

We collect monthly common formative assessment data to monitor students. In addition, the results are part of professional learning community discussion on a weekly basis to look at strengths and weaknesses per class period.

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

The school will ensure the fidelity of students by disaggregating CFA, FSA and FAIR Data to look at specific individual student needs. CFA template use monthly also collects proficiency of skills per class period. In addition, in our weekly PLC meetings teacher discuss individual student progress.

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

The school ensures instruction is accessible to all learners by having common planning, professional learning communities, and professional development training for Effective UDL.

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

The school ensures TIER 1 standards based instruction by having common planning and weekly professional learning Communities.

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

Our school uses Collections, NATGEO Inside, Performance and Support Coach books, Acheive 3000, and NEWSELA. For math we use the Go Math series and have supplemental programs like imagine math and Khan Academy. Teachers use common planning to coordinate, plan and share best instructional practices to ensure students have a balance of literary and informational text as well as mediums. All teachers a computer cart with a class set of computers in order to expose students in becoming college and careers ready.

**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 does a variety of events to ensure that students are developing socially. For example, visuals on assertiveness, encouragement, and positive intent reminders.

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

Implementation of SEL is through routines, structures, and rituals. Lessons on building confidence and cooperation. In addition, professional development, coaching and staff trianing. We are currently on phase one of social emotional Learning.

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

Our positive school wide behavior plan depicts school-wide expectations, Different departments teach expectations lesson plans, in addition to lesson plan on teaching rules.