School Improvement Plan (SIP)

School Name   Boulevard Heights ES (0971)

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
Grade 4 & Grade 5	Thursday	1st2nd3rd4th	8/23/2018 - 5/30/2019	2:20 PM - 3:00 PM	4, 5
Pre K, KG, Grade 1	Tuesday	1st2nd3rd4th	8/21/2018 - 5/28/2019	2:20 PM - 3:00 PM	Pre K, K, 1

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	93	17.20	0.00	0.00	11.80	4.30
01	92	16.30	0.00	0.00	25.00	3.30
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03	97	21.60	0.00	0.00	16.50	5.20
04	124	19.40	2.40	0.00	25.00	7.30
05	146	12.30	0.00	0.00	21.90	4.10

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

- Boulevard Heights Elementary conducts Data Chats per grade level to analyze and discuss students nedds who maybe as "at risk" based on early warning academic, behavioral, and social/emotional indicators identified through BASIS.
- Interventions and strategies are put into place to monitor progress through the RTI process and BASIS.
- Weekly Professional Learning Communities (PLCs) and quarterly data chats are also held in grades PreK-5 to work in conjunction with the Collaborative Problem Solving Team to address curriculum, assessments, remediation, and enrichment.
- Academic interventions will be identified through the following resources: Leveled Literacy Intervention (LLI), Phonics For Reading, Fundations, Quick Reads, Journey's Toolkit, Write-in-Reader, Touch Math, Go Math Reteach and other interventions appropriate to the students area of need.
- Behavior Interventions will be addressed through a school-wide positive behavior program called P.A.W.S-Practice Respect, Act Responsibly, Work Together, Show Self Students in each class receive a PAW Card that is filled by the teacher students are rewarded based on behavior at the end of the month the students with the most paws colored in are provided awards, treasure box and their name is displayed on a board in the cafeteria.
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RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd	9/5/2018 - 5/31/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership-BHE.pdf	October	None	10/29/2018
0971_SAC-and-SAF-Dates-2018-19-.pdf	October	None	10/29/2018
SAC-May-Minutes-2017-2018.docx	October	A+ Funds	10/29/2018
StaffSurvey.pdf	October	None	10/29/2018
ParentSurvey.pdf	October	None	10/29/2018
Studentsurveys.pdf	October	None	10/29/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	371	93 of 210	-371	96	191

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?

Boulevard Heights Elementary will be focusing on the Math SES Band Results. We will be implementing C.A.R.E., and collaborative planning sessions to drive our instruction. Our school participates in visiting schools who are models in our SES in order to view Best Practices.

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

We are implementing C.A.R.E. into our collaborative planning sessions. Our curriculum is data and standard driven. We differentiate our assessment based on student needs, using the Florida Standards to target skills mastered. Assessment are analyzed to differentiate instruction in order to meet the students' individual need. The leadership team will assure fidelity of implementation by developing structures and time effective action plan.

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

Boulevard Heights restructured the PLC framework in order to dive deeper into the standards and dive instruction with higher levels of complexity. The leadership team created a curriculum map that scaffolded the standards from simple to complex. Student data are continously tracked by teachers and monitored by the leadership in order to differentiated and deliver effective instruction.

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

Our data is tracked via Pinnacle to collaborate and guide our data chats.
Boulevard Heights established an effective RTI process in order to guarantee Tiered interventions with for students that are performing below grade level.
Using the MTSS model, our collaborative planning team implemented a tirered approach for instructional

delivery that includes implementation of current intervention programs such as: LLI, Fundations, Wilson, and I Ready. Through data tracking and graphing of student progress on targeted skills effective strategies that results in student achievement are determined. Our school-wide monitoring plan consist of several assessments, IReady, BAS data, Standard Based Mastery Assessments, Chapter test as teacher summative and formative assessment.

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

We use a system PLC cycle, we use RTI, Pinnacle and quarterly data chats.

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 uses a variety of instructional strategies. Students are immersed in standard based instruction via technology to include powerpoints, recordex, mobile and audio devices, and hands on manipulatives. All students are afforded many different modalities of learning.

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

Our Tier I Standards based instruction is being implemented by monitoring of classroom instruction via Iobservations. We ensure we use our daily schedule with a 90-120 minute of uninterrupted reading block to include all of the components of a Balanced Literacy block. Our teachers developed standard based curriculum guides and we monitor the fidelity of them through classroom walk through feedback and PLC's. We track each standards to ensure mastery, when students are not mastering a standard we reteach and discuss results as a PLC. Each Grade level developed a Curriculum Pacing Guide aligned with LAFS and MAFS standards. The pacing guide is aligned to standards based on formative assessments to monitor student progress periodically. Data chats are conducted monthly to analyze data in order to assess student needs and differentiate instruction. As an administrative team we provide feedback of the data we view monthly, we visit classroom and we hone in on differentiated instruction.
As a result of these practices we have found success this year in the area of Science with a growth of 14%. However, we are now revamping the math and reading standards spiraling of standards to ensure the students in the lowest quartile increase their learning gains.

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

Teachers use a variety of text that contain rigor to meet the demands and complexity of the Florida State Standards. We have a number of interventions at our school to ensure students who are below grade level or struggling meet on grade level demands. We use a push in process and use Fundations, LLI, Quick Reads,

Comprehension via LAFS and leveled reading little books via small group instruction. Teacher use informational text as well as narrative text as they will encompass both on the FSA. Teachers in the upper grades use DBQ as a source of a rigorous curriculum which focuses a great deal on Social Studies and Science.

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

Through the five competencies are access their own strenghts and limitations with a well grounded sense confidence, optimism and growth mindset.

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

Boulevard Heights Elementary School has a school-wide behavior program titled "Paws"itive Bobcats. We are excited to provide incentives to our students for good work and behavior daily. Our behavior program begins with "Paws"itive Behavior Expectations which are listed below:

- Practice Respect
- Act Responsibly
- Work Together
- Show Self Control

P.A.W.S and Think!
Behavior Expectations:
These expectations are expected of all BHE students in all areas of the school. There are rules assigned in each classroom and in all the common areas of the building. The common areas of the school include: the cafeteria, the restrooms, the hallways, the playground, and all dismissal areas.

Lessons:
Students are taught the rules for each area of the school. The students practice these rules and procedures at the beginning of the school year and assemblies are held to remind students to make good choices throughout the year. Students will participate in role playing activities where both good and bad examples of appropriate behavior are demonstrated and discussed.
Rewards:
In order to promote "paws"itive behavior, Boulevard Heights Elementary students earn "paws" for making good choices throughout their school day. Students may earn paws from any staff member who witnesses them making "paws"itive choices. Examples include: walking appropriately in the hall, demonstrating outstanding behavior, eating appropriately in the cafeteria, being respectful to others, playing safely on the playground, and keeping their hands and feet to themselves.
Consequences:
A visual classroom behavior card system is used in each classroom in order to help students monitor their behavior. Students begin each school day on the color Green. If students display negative behavior, they will be directed to turn their card to another color. Students have the opportunity to move up or down on their B.H.E. color chart.
Classroom Behavior Card System

- Purple-Super Student

- Pink—Way to Go
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- Red – Parent contact

 We hope that this "Paws"itive approach to behavior will encourage students to make good choices throughout their school year.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Our strategies and activities to support the increase for our goals are: IReady and FSA camps, we use LLI and Fundations in the lower grades.	Administrators monitor students progress daily via iObservation and bi-weekly through data chats.	6/4/2018	BHE is constantly involved in PD either district conducted, school or Izone Best Practice training. PD is also part of our PLC's	Our budget is $5,000 for the goals named above

School Improvement Plan (SIP)

School Name Boulevard Heights ES (0971)

School Year 2018 - 2019

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Strategies & Activities

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

School Name   Coral Park ES (3041)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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Intermediate	Wednesday	2nd4th	8/20/2018 - 5/31/2019	2:15 PM - 3:00 PM	3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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04	100	10.00	3.00	0.00	15.00	2.00
05	98	11.20	2.00	0.00	21.40	2.00

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

Attendance - Classroom teachers monitor daily attendance and implement procedures for reviewing and completing missed assignments. In addition, if a student has been absent more than 2 days without receiving a call or note that the student is out ill, the teacher will contact the parent to explain the importance of consistent attendance. Office staff records tardy students, as well as early sign-outs to identify other attendance issues. When a student is tardy or leaving early on a regular basis, the teacher will make initial contact to discuss the issue with the parent. If the teacher cannot contact the parent, administration or the social worker is informed to reach out to the family.

The second strategy is to send personalized letters to the parent/guardian with report cards when students have been absent or tardy 10% or more of the school quarter.

The third strategy is for administration, support staff, or school counselor to identify the reason for the attendance issues and matches resources when applicable to resolve the attendance concern. Administration reviews the monthly Dashboard Data Report to evaluate the effectiveness of the intervention strategies and revises the plan as needed.

Suspension - Coral Park Elementary takes a proactive approach to preventing behaviors that lead to suspension. The school-wide positive behavior plan (SWPBP) includes a leveled behavior plan in all classrooms, character education and a cafeteria behavior plan. Teachers collaborate with the Response to Intervention team for students demonstrating behavior concerns. Guidance lessons are provided by the school counselor for each grade. Administrative team communicates and collaborates with parents and guardians to implement interventions to reduce and eliminate inappropriate behavior.

Academic Performance - Through the use of beginning of the year assessments including: Kindergarten Screening, Math Prerequisite test, Benchmark Assessment System (BAS) for Reading, and iReady Diagnostic assessments, teachers and support staff identify students' current level of performance, strengths and areas for additional support. Appropriate interventions are implemented and monitored for students below grade level.

RtI Team Meeting Schedule

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

Optimal Internal/External Relationships

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

No Evidence/Artifacts

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws-18-19.pdf	October	SAC ByLaws	10/25/2018
saf-bylaws-18-19.pdf	October	SAF ByLaws	10/24/2018
SAC-Composition-18-19.pdf	October	None	10/24/2018
E-Prove-Parent-Survey.pdf	October	None	10/18/2018
E-Prove-Student-Survey.pdf	October	None	10/18/2018
E-Prove-Staff-Survey.pdf	October	None	10/18/2018
SAC-SAF-Docs-10-17-18.pdf	October	Monitored	10/17/2018
SAC-SAF-Agenda-Minutes-Docs-Sept-26-2018.pdf	October	Monitored	10/5/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-Dates-2018-2019.docx	September	Monitored	9/27/2018

BEST PRACTICE #4

Scaling Up BEST Practices

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Goals

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

Coral Park Elementary will focus on improvements in all content areas. However, our schoolwide deliberate practice is on increasing each grade level's proficiency in their English Language Arts (ELA), math and science standards.

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

The specific best practices that will be implemented and scaled-up to improve teaching and learning in order to increase performance within the SES Band are high quality Professional Learning Communities, Response to Intervention, push-in and pull-out Reading and Math support for remendiaton and enrichment, along with providing an extended learning opportunity for students in grades 3-5.

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

BEST Practice 1: Professional Learning Communities

Our faculty will participate in professional learning communities focused on building their instructional practices.

Grade level teams and coaches will meet on a weekly basis to:

- analyze assessment data from i-Ready and other formative assessments to identify which students have demonstrated mastery and those in need of remediation or enrichment
- share best practices that resulted in student mastery of concepts
- identify lessons for remediation and enrichment based on student data
- monitor the instructional focus calendar to determine if instructional pacing needs to be edited/revised
- collaborate with coaches for support needed to develop high quality instruction

Support staff will provide guidance and support to the grade level teams.

BEST Practice 2: Response to Intervention

- Teachers are responsible for knowing and understanding the progress of their students. Each teacher has been provided with a GROW binder that they can utilize to organize their student data and class reports. Teachers are responsible for bringing any and all pertinent data to RTI meetings.
- The MTSS/RTI team designates specific roles and responsibilities to support the teachers and students in the RTI process.
- Team leaders will participate in BASIS and District training to provide an additional layer of support to the teachers and support staff
- Bi-monthly meetings are posted on the school calendar to facilitate the process. Support personnel are assigned based on student's needs to collaborate with classroom teachers regarding the implementation of specific interventions and BASIS documents.
- We have added two reosurce positions using our Title One budget: Our math coach position and our elementary reading resource teacher that work with students and collaborate with both the classroom teacher and the RTI team
- The school's database will continuously be utilized to track student data, RTI status, and meeting dates

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

The specific school-level progress monitoring data that is collected at Coral Park are: the Benchmark Assessment System (BAS) and the I- Ready Diagnostic Assessments, that are both administered three times a year; at the beginning, middle, and end of each school year. In addition, I-Ready Standards Mastery

Checkpoints, and subject area chapter tests are administered at the end of each instructional cycle for the intermediate grades.

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

The school ensures the fidelity of students not progressing towards school and district goals by implementing a "Walk to Read" model in grades 1-3. In addition, Coral Park has an ability based grouping model in grades 4 and 5. The school's administration and support staff meet with each teacher to monitor individual student progress in grade level Data Chats. Also, the MTSS/Response To Intervention (RTI) team meet to monitor the progress of all students in the RTI process.

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' lessons include multiple ways of representing information, including text, videos, visual graphic organizers, hands-on experiences, etc., in order to access materials in a way best suited for their students. Classroom teachers have been trained in multiple ways to engage students on how to interact with materials. In addition, students are providing multiple ways of showing what they have learned, such as pencil-paper test, oral presentations, group projects, and technology-based assessments.

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

Tier 1 Standards-Based classroom instruction is implemented and aligned to meet students' needs utilizing resources such as standards mastery and BAS to give information regarding student progress and what areas need to be targeted. Teams collaborate to discuss Tier 1 Standards-Based instruction and that it is being properly and effectively implemented. Classroom walk-throughs and observations are conducted to discuss the effectiveness of Tier 1 instruction. Data is gathered, and data chat meetings are held with teachers, administration and support staff to discuss student progress and growth, which included discussion of Tier 1 instruction and resources used.

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

The texts that are used for core instruction for English Language Arts (ELA) is the Journeys series. The supplemental and intervention programs that are used for ELA include: I-Ready LAFS book and Toolkit, Fun-dations, Soar to Success, Leveled Literacy Intervention (LLI), Super QAR, Lively Letters, Words Their Way, Quick-reads, Rewards, etc.
The texts that are used for core instruction for Math is the Go Math series. The supplemental and intervention programs that are used are the I-Ready MAFS book and Toolkit, Go Math Intensive Intervention, and Touch

Math.

The texts that are used for core instruction in Science is Stem-scopes and Science A to Z. The supplemental and intervention program that is used in 4th and 5th grade is "Science Coach".

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

Teachers are encouraged to create a warm, safe and supportive learning environment by developing positive relationships with all their students. All staff members must demonstrate care, concern and a belief in all students' ability to succeed. Lesson plans are created with opportunities for cooperative learning, relationship-building and communication activities. In addition, student interests, experiences, and cultural heritage are integrated throughout the curriculum and school activities.

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

CASEL identifies five key competencies that are seen as instrumental in developing positive relationships and managing life stressors: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. A school-wide focus on fostering a growth mindset in students (students with a growth mindset believe that intelligence can be developed, as opposed to those with a "fixed" mindset who believe that people are born with a certain amount of intelligence and ability) is expected and taught. Emotional richness is incorporated into all classes through the delivery of classroom guidance lessons, because students learn and remember best when their emotions are engaged.

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

The school-wide behavior plan and the school-wide leveled colored behavior chart, as well as the school-wide behavior assembly encourages positive behavior, expectations and it provides a safe learning environment. School-wide guidance classes/lessons are conducted by the school guidance counselor, who supports the social and emotional learning for all students.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
The supplemental and intervention program that is used in 4th and 5th grade is "Science Coach" and SRA.	Classroom teachers	6/1/2019	PLC's and district training	$3,000.00
Teachers will teach mathematical concepts using the CPA approach, using manipulatives	Classroom teachers	6/1/2019	PLC's and district training	$3,000.00
K-3 teachers will utilize the BAS and the Continuum of Learning to determine and progress monitor student reading goals for all students. 4-5 grade teachers will utilize the BAS for FSA level 1 and 2 students.	Classroom teachers	6/1/2019	PLC's and district training	$1,000.00
Increase parent education/communication of curriculum needs. Conduct quarterly parent education sessions (Title I) and a monthly newsletter to support curriculum needs.	Support Staff/ Teacher Leads/ Title I Liason	6/5/2019	PLC's and district training	$500.00
Teachers will provide students opportunities to master the required grade level math fluency standards, including school-wide homework, peer tutoring folders, timed tests, and web-based programs.	Classoom teachers	6/10/2019	PLC's and district training	$500.00
Utilize Thinking Maps to develop critical thinking skills and plan for written responses across content areas.	Classroom teachers	6/5/2019	Trained faculty members will conduct a training during team meetings.	$500.00
Monitor/increase the implementation of Dr. Heggerty's Phonemic Awareness for daily usage in grades K-2	Literacy Coach	6/5/2019	monitor through PLC team meetings	$500.00
Build capacity for the RTI Process (progress monitoring, intervention strategies, and assessments).	Administration/MTSS Team	6/5/2019		
Provide and model Speech/Language strategies for classroom teachers.	Speech	6/5/2019	Monitor through PLC team meetings.	
Kindergarten students will participate in a screening prior to the start of the school year to assist teachers in determining student needs	Kindergarten teachers	8/6/2019	District trainings	$1,500.00
Teachers will introduce and support reading concepts utilizing the i-Ready LAFS books in grades two through five .	Literacy Coach and classroom teacher	6/5/2019	PLC's and district training	$500.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Supports teachers' professional development and growth. Identified teachers will participate in professional development opportunities as needed to support their growth. This can include district trainings, TDA's to observe other teachers, and/or team collaboration planning days.	Administration	6/5/2019	District trainings and classroom observations	$2,000.00
Support ESOL learners through the use of ESOL strategies, Radius machines and cards, as well as differentiated instruction	Guidance Counselor	6/5/2019	PLC's and district training	$250.00
Identified students will participate in interventions, including but not limited to: Fundations, Wilson, Soar to Success, Super QAR, I-Ready Lessons, Quick Reads, LLI, Touch Math, and Saxon.	Reading Resource Teacher	5/4/2019	Selected teachers will participate in training for the intervention programs listed herein	$3,000.00
Utilize Touch Math for students based on IEP/RTI needs.	ESE, teachers, ESE Specialist	6/5/2019	Support given through PLC team meetings	$250.00
Students will utilize Math journals to record and represent knowledge.	Math Coach	6/5/2018	PLC's and district training	$250.00
Increase use of data to form leveled groups.Teachers will use BAS data to form Guided Reading groups and receive support for BAS and Responsive Literacy Instruction training.	Literacy Coach	6/5/2019	PLC's and district training	$500.00
Increase support for the RTI and PLC process. Provide infrastructure, such as common planning, release days, and extended hours to support the PLC and RTI process.	Administration	6/5/2019	PLC's and district training	$500.00
Implement Guidance lessons where students will learn organization and effective study skills.	Guidance Counselor	6/10/2019	PLC's and district training	$250.00
Increase progress monitoring for identified students. Utilize i Ready Reading/Math Diagnostic Assessments, LAFS and MAFS curriculum and Tool Box, and progress monitoring for identified students.	teacher	6/10/2019	I-Ready Trainings	$5,000.00

School Improvement Plan (SIP)

School Name   Coral Park ES (3041)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Pre-K, K, 1, and 2	Tuesday	1st3rd	8/20/2018 - 5/31/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2
Intermediate	Wednesday	2nd4th	8/20/2018 - 5/31/2019	2:15 PM - 3:00 PM	3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	84	13.10	6.00	0.00	22.60	9.50
01	124	10.50	2.40	0.00	29.80	7.30
02	119	14.30	4.20	0.00	14.30	5.00
03	102	13.70	0.00	0.00	17.60	2.90
04	100	10.00	3.00	0.00	15.00	2.00
05	98	11.20	2.00	0.00	21.40	2.00

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

Attendance - Classroom teachers monitor daily attendance and implement procedures for reviewing and completing missed assignments. In addition, if a student has been absent more than 2 days without receiving a call or note that the student is out ill, the teacher will contact the parent to explain the importance of consistent attendance. Office staff records tardy students, as well as early sign-outs to identify other attendance issues. When a student is tardy or leaving early on a regular basis, the teacher will make initial contact to discuss the issue with the parent. If the teacher cannot contact the parent, administration or the social worker is informed to reach out to the family.

The second strategy is to send personalized letters to the parent/guardian with report cards when students have been absent or tardy 10% or more of the school quarter.

The third strategy is for administration, support staff, or school counselor to identify the reason for the attendance issues and matches resources when applicable to resolve the attendance concern. Administration reviews the monthly Dashboard Data Report to evaluate the effectiveness of the intervention strategies and revises the plan as needed.

Suspension - Coral Park Elementary takes a proactive approach to preventing behaviors that lead to suspension. The school-wide positive behavior plan (SWPBP) includes a leveled behavior plan in all classrooms, character education and a cafeteria behavior plan. Teachers collaborate with the Response to Intervention team for students demonstrating behavior concerns. Guidance lessons are provided by the school counselor for each grade. Administrative team communicates and collaborates with parents and guardians to implement interventions to reduce and eliminate inappropriate behavior.

Academic Performance - Through the use of beginning of the year assessments including: Kindergarten Screening, Math Prerequisite test, Benchmark Assessment System (BAS) for Reading, and iReady Diagnostic assessments, teachers and support staff identify students' current level of performance, strengths and areas for additional support. Appropriate interventions are implemented and monitored for students below grade level.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	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.

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws-18-19.pdf	October	SAC ByLaws	10/25/2018
saf-bylaws-18-19.pdf	October	SAF ByLaws	10/24/2018
SAC-Composition-18-19.pdf	October	None	10/24/2018
E-Prove-Parent-Survey.pdf	October	None	10/18/2018
E-Prove-Student-Survey.pdf	October	None	10/18/2018
E-Prove-Staff-Survey.pdf	October	None	10/18/2018
SAC-SAF-Docs-10-17-18.pdf	October	Monitored	10/17/2018
SAC-SAF-Agenda-Minutes-Docs-Sept-26-2018.pdf	October	Monitored	10/5/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-Dates-2018-2019.docx	September	Monitored	9/27/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	411	65 of 149	-411	90	179

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?

Coral Park Elementary will focus on improvements in all content areas. However, our schoolwide deliberate practice is on increasing each grade level's proficiency in their English Language Arts (ELA), math and science standards.

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

The specific best practices that will be implemented and scaled-up to improve teaching and learning in order to increase performance within the SES Band are high quality Professional Learning Communities, Response to Intervention, push-in and pull-out Reading and Math support for remendiaton and enrichment, along with providing an extended learning opportunity for students in grades 3-5.

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

BEST Practice 1: Professional Learning Communities

Our faculty will participate in professional learning communities focused on building their instructional practices.

Grade level teams and coaches will meet on a weekly basis to:

- analyze assessment data from i-Ready and other formative assessments to identify which students have demonstrated mastery and those in need of remediation or enrichment
- share best practices that resulted in student mastery of concepts
- identify lessons for remediation and enrichment based on student data
- monitor the instructional focus calendar to determine if instructional pacing needs to be edited/revised
- collaborate with coaches for support needed to develop high quality instruction

Support staff will provide guidance and support to the grade level teams.

BEST Practice 2: Response to Intervention

- Teachers are responsible for knowing and understanding the progress of their students. Each teacher has been provided with a GROW binder that they can utilize to organize their student data and class reports. Teachers are responsible for bringing any and all pertinent data to RTI meetings.
- The MTSS/RTI team designates specific roles and responsibilities to support the teachers and students in the RTI process.
- Team leaders will participate in BASIS and District training to provide an additional layer of support to the teachers and support staff
- Bi-monthly meetings are posted on the school calendar to facilitate the process. Support personnel are assigned based on student's needs to collaborate with classroom teachers regarding the implementation of specific interventions and BASIS documents.
- We have added two reosurce positions using our Title One budget: Our math coach position and our elementary reading resource teacher that work with students and collaborate with both the classroom teacher and the RTI team
- The school's database will continuously be utilized to track student data, RTI status, and meeting dates

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

The specific school-level progress monitoring data that is collected at Coral Park are: the Benchmark Assessment System (BAS) and the I- Ready Diagnostic Assessments, that are both administered three times a year; at the beginning, middle, and end of each school year. In addition, I-Ready Standards Mastery

Checkpoints, and subject area chapter tests are administered at the end of each instructional cycle for the intermediate grades.

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The school ensures the fidelity of students not progressing towards school and district goals by implementing a "Walk to Read" model in grades 1-3. In addition, Coral Park has an ability based grouping model in grades 4 and 5. The school's administration and support staff meet with each teacher to monitor individual student progress in grade level Data Chats. Also, the MTSS/Response To Intervention (RTI) team meet to monitor the progress of all students in the RTI process.

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' lessons include multiple ways of representing information, including text, videos, visual graphic organizers, hands-on experiences, etc., in order to access materials in a way best suited for their students. Classroom teachers have been trained in multiple ways to engage students on how to interact with materials. In addition, students are providing multiple ways of showing what they have learned, such as pencil-paper test, oral presentations, group projects, and technology-based assessments.

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

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Math.

The texts that are used for core instruction in Science is Stem-scopes and Science A to Z. The supplemental and intervention program that is used in 4th and 5th grade is "Science Coach".

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

Teachers are encouraged to create a warm, safe and supportive learning environment by developing positive relationships with all their students. All staff members must demonstrate care, concern and a belief in all students' ability to succeed. Lesson plans are created with opportunities for cooperative learning, relationship-building and communication activities. In addition, student interests, experiences, and cultural heritage are integrated throughout the curriculum and school activities.

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

CASEL identifies five key competencies that are seen as instrumental in developing positive relationships and managing life stressors: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. A school-wide focus on fostering a growth mindset in students (students with a growth mindset believe that intelligence can be developed, as opposed to those with a "fixed" mindset who believe that people are born with a certain amount of intelligence and ability) is expected and taught. Emotional richness is incorporated into all classes through the delivery of classroom guidance lessons, because students learn and remember best when their emotions are engaged.

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

The school-wide behavior plan and the school-wide leveled colored behavior chart, as well as the school-wide behavior assembly encourages positive behavior, expectations and it provides a safe learning environment. School-wide guidance classes/lessons are conducted by the school guidance counselor, who supports the social and emotional learning for all students.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
The supplemental and intervention program that is used in 4th and 5th grade is "Science Coach" and SRA.	Classroom teachers	6/1/2019	PLC's and district training	$3,000.00
Teachers will teach mathematical concepts using the CPA approach, using manipulatives	Classroom teachers	6/1/2019	PLC's and district training	$3,000.00
K-3 teachers will utilize the BAS and the Continuum of Learning to determine and progress monitor student reading goals for all students. 4-5 grade teachers will utilize the BAS for FSA level 1 and 2 students.	Classroom teachers	6/1/2019	PLC's and district training	$1,000.00
Increase parent education/communication of curriculum needs. Conduct quarterly parent education sessions (Title I) and a monthly newsletter to support curriculum needs.	Support Staff/ Teacher Leads/ Title I Liason	6/5/2019	PLC's and district training	$500.00
Teachers will provide students opportunities to master the required grade level math fluency standards, including school-wide homework, peer tutoring folders, timed tests, and web-based programs.	Classoom teachers	6/10/2019	PLC's and district training	$500.00
Utilize Thinking Maps to develop critical thinking skills and plan for written responses across content areas.	Classroom teachers	6/5/2019	Trained faculty members will conduct a training during team meetings.	$500.00
Monitor/increase the implementation of Dr. Heggerty's Phonemic Awareness for daily usage in grades K-2	Literacy Coach	6/5/2019	monitor through PLC team meetings	$500.00
Build capacity for the RTI Process (progress monitoring, intervention strategies, and assessments).	Administration/MTSS Team	6/5/2019		
Provide and model Speech/Language strategies for classroom teachers.	Speech	6/5/2019	Monitor through PLC team meetings.	
Kindergarten students will participate in a screening prior to the start of the school year to assist teachers in determining student needs	Kindergarten teachers	8/6/2019	District trainings	$1,500.00
Teachers will introduce and support reading concepts utilizing the i-Ready LAFS books in grades two through five .	Literacy Coach and classroom teacher	6/5/2019	PLC's and district training	$500.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Supports teachers' professional development and growth. Identified teachers will participate in professional development opportunities as needed to support their growth. This can include district trainings, TDA's to observe other teachers, and/or team collaboration planning days.	Administration	6/5/2019	District trainings and classroom observations	$2,000.00
Support ESOL learners through the use of ESOL strategies, Radius machines and cards, as well as differentiated instruction	Guidance Counselor	6/5/2019	PLC's and district training	$250.00
Identified students will participate in interventions, including but not limited to: Fundations, Wilson, Soar to Success, Super QAR, I-Ready Lessons, Quick Reads, LLI, Touch Math, and Saxon.	Reading Resource Teacher	5/4/2019	Selected teachers will participate in training for the intervention programs listed herein	$3,000.00
Utilize Touch Math for students based on IEP/RTI needs.	ESE, teachers, ESE Specialist	6/5/2019	Support given through PLC team meetings	$250.00
Students will utilize Math journals to record and represent knowledge.	Math Coach	6/5/2018	PLC's and district training	$250.00
Increase use of data to form leveled groups.Teachers will use BAS data to form Guided Reading groups and receive support for BAS and Responsive Literacy Instruction training.	Literacy Coach	6/5/2019	PLC's and district training	$500.00
Increase support for the RTI and PLC process. Provide infrastructure, such as common planning, release days, and extended hours to support the PLC and RTI process.	Administration	6/5/2019	PLC's and district training	$500.00
Implement Guidance lessons where students will learn organization and effective study skills.	Guidance Counselor	6/10/2019	PLC's and district training	$250.00
Increase progress monitoring for identified students. Utilize i Ready Reading/Math Diagnostic Assessments, LAFS and MAFS curriculum and Tool Box, and progress monitoring for identified students.	teacher	6/10/2019	I-Ready Trainings	$5,000.00

School Improvement Plan (SIP)

School Name   Country Isles ES (2981)

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
Authentic Grade level PLC	Tuesday Wednesday Thursday	1st2nd3rd4th	8/8/2018 - 4/18/2019	7:30 AM - 8:50 AM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	152	14.50	0.70	0.00	22.40	7.20
01	154	13.00	0.60	0.00	24.00	5.20
02	167	8.40	0.00	0.00	18.60	1.20
03	184	8.70	0.00	0.00	14.10	3.30
04	184	12.50	0.50	0.00	13.00	2.20
05	194	14.40	0.00	0.00	17.00	5.70

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

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

- Communication with parents
- Small group instruction
- Research based reading programs (Super QAR, LLI, Write-In Reader, Fundations, Phonics for Reading, Quick Reads)
- Double dose instruction
- Progress monitoring assessments (BAS)
- Behavior Modification Plans
- Positive Reinforcement

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/27/2018 - 5/13/2019	9:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Surveys-Report-Staff-CIE.pdf	October	None	10/26/2018
Surveys-Report-Student-CIE.pdf	October	None	10/26/2018
Surveys-Report-Parent-CIE.pdf	October	None	10/26/2018
SchoolComposition18_19.pdf	October	None	10/26/2018
2981_CountryIslesES_SignInAgendaMinutes_09172018.pdf	October	Developed	10/17/2018
CountryIsleElementary_SAF_ByLaws201819.pdf	August	SAF ByLaws	10/15/2018
SAF-Meeting-Dates-2018-2019.pdf	August	None	10/9/2018
SACMeetingDates2018-2019.pdf	September	None	10/9/2018
SAC-ByLaws2018_19.pdf	September	SAC ByLaws	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	408	78 of 96	2	92	184

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 focus content area is reading. After observations and collaboration with SES band schools, Country Isles will use Fundations as the tool to improve phonics/reading in the lower grades. We will focus on our primary students meeting proficiency, therefore increasing our FSA scores when they enter the intermediate grades. LLI is another internvetion that will be implemented. In addition, after gathering data through BAS, teachers willl align small group instruction based on individual targets.

- iReady Reading diagositc will be administred three times a year and anazylzed to identify each individual childs growth, strength and weaknesses.
- After the standard is taught, Standard mastery asssessments will be used to determine proficiency in grades 3-5.

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

The BEST Practice we are scaling up is Authentic PLC's. Through Authentic PLC's, staff will analyze data and monitor progress on reading goals:

- Assess student progress quarterly with the iready standard mastery/diagnostic assessment
- Review and montior who is project for profiency at the end of the year
- Discuss interventions and specific area of weakeness to be addressed at each grade level
- Indivdual data monitoring thorugh administrative collaboration with teachers

- Understanding the standards to meet the needs of students in the classroom
- Making sure the work matches the Depth of Knowledge in rigor needed to meet proficiency
- Appropriate interverntions are in place to target the lowest 25% through small group instruction
- Differentiated hands on centers

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

We'll meet biweekly and review student data on standards. Through the PLC cycle, we will collaborate as educators to meet the needs of our students. By remediating and reteaching concepts when needed within centers/cooperative groups, students will learn from each other. Teachers will analyze class work in ensure rigor of each standard.

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

School level progress is monitored through iReady and BAS.
The BAS is administered three times a year and the iReady progress monitoring is administered three times a year.
RTI Intervention Programs are also being monitored through Phonics for Reading, Fundations, and Write in Reader (on going in data and RTI meetings)

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

The school ensures the fidelity of students not meeting school and district goal by monitoring them through the RTI/MTSS process, Data meetings with administration to review the progress of students and discuss the interventions, PLC discuss team data and rememdiation/enrichment needed to move students to the next level. Students are referred to the RTI/MTSS team and the team works collaboratively to ensure that the needs of the students are being met.

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)?

After assessments are given, instruction is differentaited based on the students needs. Students are taught at their level in smal group instruction in Reading and Math. Planning is based on the class make up and leveled books are chosen to teach the standards and enhance decoding skills.

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

Elementary School Focus:
- Balanced Literacy
- Through PLC collaboration, team meetings and data meetings

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

Texts used for core supplemental, and intervention programs at each grade level include:
- Leveled Readers
- Resorce Room
- Classroom Libraries

Digital Resources Include:
- Newsela
- Readworks
-iReady toolbox
-Journeys

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

Country Isles Elementary utilizes Morning Meetings to ensure that all students are developing and practicing social and emotional skills. During Morning Meetings, the students are provided with opportunities to connect with their peers and practice active listening and speaking skills. The School Counselor provides whole group counseling to each class in grades K-5. During these lessons, the students learn about the character traits and are provided with opportunities to develop insights about themselves and others.

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

Country Isles Elementary integrates the fiive Social Emotional Learning competencies school-wide and in the classroom in the following ways:

Self Management: Guidance Lessons on Mindfulness, Morning Meeting, Brain Breaks, Safe Space within the classroom, GoNoodle, Behavior Reflection Forms, P.R.I.D.E, CHAMPS

Social Awareness: Biography reports, bulletin boards with student generated work reflecting cultural differences within our community, Bucket Filling, debates, pair share

Relationship Skills: Start with Hello program, Whole Gourp Counseling on how to use an "I statement"

Self- Awareness: Guidance Lessons on self-esteem, Morning Meeting, Brain Breaks, Safe Space within the classroom, Behavior Reflection Forms, P.R.I.D.E

Responsible Decision Making: Clasroom Guidance Lessons on Respect, literacy citcles, Classroom Guidance Lessons teaching S.M.A.R.T. goals, CHAMPS

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

School wide SEL programs/activities: school wide mentoring programs
- Start with Hello
- Whole Group Classroom Guidance Lessons
- Child Safety Matters Program
- Small Group Counseling for Tier 2 intervention
- Leaps

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC collaboration on standard driven instruction, iReady standard mastery assessments, Keystone for standard mastery, interim assessments to review standard mastery, iReady interim assessments for standard mastery, and conceptual units.	Administration, Instructional Staff, Support Staff	6/5/2019	iReady, BAS, Balanced Literacy	$5,000 for FSA Camp and Materials

School Improvement Plan (SIP)

School Name   Eagle Point ES (3461)

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
ESE PLC	Wednesday	1st3rd5th	9/5/2018 - 5/21/2019	2:00 PM - 3:00 PM	
Science PLC	Wednesday	1st3rd5th	9/5/2018 - 5/21/2019	2:00 PM - 3:00 PM	5
Data Team PLC	Wednesday	1st3rd5th	9/5/2018 - 5/21/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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	227	10.60	0.40	0.00	28.20	4.40
01	223	8.50	0.00	0.00	16.60	3.60
02	265	7.20	0.00	0.00	12.80	0.80
03	240	5.40	0.40	0.00	5.00	0.80
04	267	8.20	0.00	0.00	9.40	0.70
05	256	7.40	0.00	0.00	8.60	1.20

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

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

All student diagnostic data (I-Ready, BAS,) is analyzed frequently. Additionally, identified lowest quartile students are pulled out for extra support as needed. In Reading, small group support is implemented using the Continuum for intervention strategies tailored to the students' levels. For students in need of Tier 3 instruction for reading comprehension, a Reading interventionalist will utilize LLI to support students. Student data is discussed frequently in grade level data teams, one on one teacher data chats, as well as Curriculum and Support meetings. PLCs will focus on deconstructing the standards and aligning Tier 1 instruction accordingly. Students will continuously be monitored following the criteria of the district proficiency timeline and placed on a Progress Monitoring Plan (PMP) and/or RTi as needed. Teachers will maintain communication on a regular basis with parents via conferences for any at risk students. Additionally, FSA camps will be offered for targeted students, as well as Language Enrichment camps (LEC) for English Language Leaners (ELLs) in need of support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/22/2018 - 5/29/2019	8:15 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-October-Minutes-2018_19.pdf	October	A+ Funds	11/1/2018
SAC-October-Agenda-2018.pdf	October	A+ Funds	11/1/2018
SAF-October-Agenda-2018_19.pdf	October	A+ Funds	11/1/2018
SAC-October-Minutes-2018_19.pdf	October	A+ Funds	11/1/2018
SAF-Oct-Sign-In.pdf	October	A+ Funds	10/31/2018
SAC-Oct-Sign-In.pdf	October	A+ Funds	10/31/2018
SAF-Sept-Sign-In.pdf	October	None	10/26/2018
SAC-Sept-Sign-In.pdf	September	A+ Funds	10/26/2018
2018_19-SAC-Composition-Report.pdf	September	None	10/26/2018
SAC-Guest-Sept-Sign-In.jpg	September	A+ Funds	10/25/2018
SAC_SAF-Agenda-September.pdf	October	A+ Funds	10/25/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Sept-Min.pdf	September	None	10/25/2018
SAF-Bylaws.pdf	October	SAF ByLaws	10/25/2018
SAC-ByLaws.pdf	September	ByLaws	10/25/2018
SAC-and-SAF-Meeting-Dates-2018-19.pdf	September	None	10/18/2018
SurveysReportStaff-EPE.pdf	October	None	10/8/2018
SurveysReportStudent-EPE.pdf	October	None	10/8/2018
SurveysReportParent-EPE.pdf	October	None	10/8/2018
SAC-September-Minutes.pdf	September	A+ Funds	10/1/2018

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.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	500	17 of 119	1	27	54

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 results of the SES Band data, the content area of focus for improving student achievement at Eagle Point Elementary will be ELA

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

We are implementing grade/content area based professional learning communities (PLCs) with objectives aligned to the Florida Standards. As the school's initiative to scale up, PLCs are designed to allow colleagues the opportunity to share best practices while following the C.A.R.E (curriculum, assessment, remediation, enrichment) model for progress monitoring of student performance. PLC's will be standard based driven, with deconstructing the standards and examining the DOK levels. We will be implementing the i-Ready reading program with the goal of improving student achievement. This program provides an opportunity for our students to engage in differentiated instruction for non-fiction and literary reading, aligned to the Florida standards and to each student's Lexile reading level. This will also provide teacher's with data specific to each student, along with intervention and small guided group resources. In addition, the implementation of Balanced Literacy, along with Literacy Centers will be intergrated in all classrooms. Small guided groups will be based on Benchmark Assessment data and be analazyed on a regular basis.

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

Training will be provided for ELA standards based learning goals that guide progress toward mastery. The leadership team will facilitate grade levels with available resources focused on enhancing instructional centers. Administration will monitor alignment of classroom instruction to Florida Standards. Grade level data chats will be implemented, with focus on bottom quartile and ELL students. Each grade level will maintain a PLC binder, with standard based pre and post assessments for each classroom teacher. The leadership team will conduct regular walkthroughs during literacy blocks to monitor the alignment of Tier 1 instruction to the standards.

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

Benchmark Assessment (BAS) data is collected 3 times a year, in grades K-3 along with students in Grades 4 and 5 that received scores of a 1 in the FSA Reading the year prior. I-Ready conducts a Diagnostic Assessment 3 times thoughout the year in both reading and math. PLC standard specific assessments are given monthly, with feedback on how to enrich and remediate students. Students are also assessed in their classroom on a regular basis through comprehension assessments.

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

The leadership team conducts grade level data chats on a regular basis throughout the school year. The RTI team conducts weekly "Mindful Mondays" that allow teachers to come with any questions regarding students that are not progressing, along with Tier 2 and Tier 3 intervention questions. Grade levels meet on a regular basis to discuss best teaching practices and review PLC assessment results. Students not progressing at the expected level are required to be placed on a Progress Monitoring Plan (PMP) and communicated with the parents. Students not meeting specific grade level requirements at that allotted time will receive small group interventions in specific areas of concern. Parents will be communicated with regarding their child's 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)?

- Differentiation- Trainings have been provided and teachers are aware of small guided reading group being a non-negotiable classroom practice.
- Teachers and students will be motivated to recognize their learning style and what methods work best for them to learn. Efforts should be made to vary instruction to meet all learners' need and learning style.
- Eagle Point strives to make the curriculum accessible for all. During data teams and data chats as well as curriculum and support meetings, student data will be discussed and interventions will be put in place as needed.
- When analyzing data, student subgroups such as ESE, ESOL, race, and free and reduced lunch (FRL) will be considered to ensure that all groups of students are performing high. Those in need of support will receive a targeted intervention.

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

Strong Tier 1 Standards- based classroom instruction is monitored through

- Classroom walk throughs by administrators, support team, and/or team leaders
- Professional learning communities (PLCs)
- Data chats

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

The core Reading text is Journeys. Teachers supplement this core curriculum in many ways. Many teachers use Story Works, NewsELA, and Scholastic for daily Reading practice. The continuum, and leveled readers based on BAS levels are also used to target instruction. Many teachers utliize novel studies in small and whole group. Classes visit the media center often to check out books. During these trips, students must chose check-out books close to or on their individual level. Many teachers

encourage students to get one literacy book and one information text book when checking books out at the library. Additionally, I-Ready is used as a supplemental program. I-Ready is used for diagnostic assessments, targeted supplemental practice, and grade-level standards based practice.

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

Start with Hello/Sandy Hook promise program was implemented in the 2018-2019 school year. Through the morning announcements, diversity is celebrated during different months of recognition. Cultural diversity is also celebrated by announcing facts about special holidays and events, as well as recognizing and celebrating differnet languages and cultures. A special night event was held to celebrate Hispanic Heritage Month. Eagle Point celebrated Peace Week by reading and writing about different ways to be kind to each other. Our guideance counselor created small groups that meet on a weekly basis to discuss social and emotional coping skills. Eagle Point also implements The Leader in Me program which focuses on teaching students different coping skills, as well as ways to get along wtih each other. Eagle Point Foundation implemented Spirit Sticks, which allows teachers to reward students throughout the school when they show kindness, initiative or helping others. The guidance counselor also visits each classroom once a month to reaad a book about a specific character trait and then leads a class discussion with real life scenarios. Students will also being "Hello Mondays", where student council members will go on the morning announcements every Monday to feature an act of kindness, or positive social skill.

The above are ways that the school as a whole reinforces social emotional skills, but much of this work is done in classrooms. Many teachers have class meetings where students are able to voice their opinions about how things are going in the class. Greeting students each morning at the door is in a non-negotiable and is a great way for teachers to build rapport with students

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

Eagle Point implements The Leader in Me program, which teaches students to create goals and plans to acheive their goals. This program also teaches students how to work with others, create accountability and how to deal with adversity. Teachers are required to use Leader in Me language within their classroom on a daily basis. Each teacher recognizes one student a month who exemplifies that specific targeted Leader in Me skill for the month. Teachers also conduct classroom meetings and discussions to ensure the classroom is a community and everyone feels safe. The leadership team recognzies students on the morning announcements for community work, or times when they are "caught doing the right thing". The guidance counselor also creates a monthly schedule of rotating social skills, in which she comes into the classroom to discuss different coping strategies and ways to show that specific skill.

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

Eagle Point implements the Leader in Me program in our everyday teaching. Teachers promote Leader in Me language in their everyday classroom activities, along with classroom meetings to promote a sense of community. Our guidance counselor has monthly visits in each classroom to promote a different social or coping skill. Eagle Point Foundation has begun a Spirit Stick initiative, in which students are rewarded for

random acts of kindess or when helping others. The media center has created a Maker's Space, which promotes team building activities for groups of students. Students must work together, problem solve and communicate with each other to achieve their goal. The guidance counselor has also created a sign up sheet for teachers, if needed, for her to come in and have class discussions on specific social/emotional skills. Eagle Point promotes a safe, learning environment for all students.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will create rigorous learning goals aligned to standards, continue to use PLC's to develop/evaluate their teaching practice, and use instructional centers aligned to Florida standards.	Instructional Staff	6/4/2019	Small Group/Teacher-Guided Reading Training; ELL SG Training; Science Implementation Trg; Math Small Group Training, etc.	

School Improvement Plan (SIP)

School Name   Everglades ES (2942)

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
Science PLC	Wednesday	1st3rd5th	-	2:00 PM - 3:00 PM	5
2942 ELA STEAM 4	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
2942 ELA ESE/PreK	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
2942 ELA 5	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	5
2942 ELA 4	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	4
2942 ELA 3	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	3
2942 ELA 2	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	2

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
2942 ELA 1	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	1
2942 ELA K	Wednesday	2nd4th	8/29/2018 - 4/24/2019	2:15 PM - 3:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	149	13.40	0.00	0.00	14.10	4.00
01	154	4.50	0.00	0.00	15.60	1.30
02	191	9.90	0.00	0.00	11.00	3.70

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
03	188	4.30	0.00	0.00	3.20	0.50
04	218	9.20	0.00	0.00	6.40	1.80
05	241	7.90	0.00	0.00	7.10	1.20

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

1. Our school uses the following progress monitoring tools/assessments:

    - BAS (ELA) is performed quarterly.
    - Classroom Assessments (ELA, Math, Science, Social Studies) are given weekly or biweekly.
    - Keystones (ELA, Science, Social Studies) are given monthly.
    - BSA (ELA, Math, Science) is given in January.
    - FSA (ELA, Math, Science) is given in April and May.
    - End of the Year Test is given in May.

2. The following insturctional materials are used at our school:

    - Journeys (Core/Remediation/Enrichment)
    - GoMath (Core/Remediation/Enrichment)
    - Phonics for Reading (Intervention)
    - Early Reading Intervention (Intervention)
    - Journeys Toolkits (Intervention)
    - Intermediate Rewards (Intervention)
    - Broward Schools CARE Packages and Interdisciplianry Instruction through Broward Schools Conceptual Topics (Remediation/Enrichment)
    - Intergrated Learning Systems- Learning.com, NewsELA, TenMarks, Accelerated Reader, Vocabulary.com (Remediation/Enrichment)

3. Our school ensures fidelity by meeting with instructional staff on a regular basis to disaggregate data and plan curriculum in order to meet the needs of all students. These meetings include Faculty Meetings, Leadership Meetings, Data Chats, RtI and Professional Learning Communities.

4. Our school ensures that all classroom instruction is accessible to a full range of learners through use of Differentiated Instruction, Intergrated Learning Systems, Multimedia Presentations, a variety of classrooms resources and digital devices.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/17/2018 - 5/21/2019	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_SignIn-Agenda_Nov5.pdf	November	None	11/6/2018
SAC_SignIn-Agenda-SACSAFMinutes_Nov5.pdf	November	Monitored	11/6/2018
SACcomposition.pdf	October	None	10/26/2018
SAF_SignIn-Agenda_Oct22.pdf	October	None	10/26/2018
SAF_SignIn-Agenda_Oct8.pdf	October	None	10/26/2018
SAC_SignIn-Agenda-SACSAFMinutes_Oct22.pdf	October	None	10/26/2018
SAC_SignIn-Agenda-SACSAFMinutes_Oct8.pdf	October	None	10/26/2018
SAF_BYLAWS.pdf	October	SAF ByLaws	10/25/2018
SAC_BYLAWS.pdf	October	SAC ByLaws	10/25/2018
SurveysReport-Student-Everglades.pdf	October	None	10/10/2018

File Name	Meeting Month	Document Type	Uploaded Date
SurveysReport-Staff-Everglades.pdf	October	None	10/10/2018
SurveysReport-Parents-Everglades.pdf	October	None	10/10/2018
SACSAFDates.docx	October	None	10/9/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
9	539	10 of 65	2	26	52

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 data derived from 2017-18 Florida Standards Assessment test, 66% of students in our lowest 25% subgroup made learning gains in reading. For the 2018-19 school year 72% of students in our lowest 25% subgroup will make learning gains in ELA.

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

- Developing and implementing successful PLC's using C.A.R.E. Cycle
- Data chats each PLC Cycle
- Frequent progress monitoring to ensure progress and adjustment of curriculum to meet iindividual needs.
- Collaborate with schools to find initiatives that have proven to impact student learning
- Learning goals and performance scales
- Focus on additional resources to increase Early Literacy skills.
- Implementing a Balanced Literacy Program that meets the needs of all learners
- Following RTI process to identify student weaknesses and create action steps to remediate those areas

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

The best practice that we are scaling-up will be accomplished by providing adequate release time for professional development that is developed with and by teachers; driven by data for identifying deficits in skill areas, aligning activities with instructional focus; pooling all resources; including ongoing assessment of student learning and evaluating effectiveness of activities. In addition, teachers will plan interdisciplary instruction based on Florida Standards to address struggling students needs. The plans are to include scaffolding of the levels of DOK and more rigorous performance task to demonstrate individual mastery of standards.

- Teachers will analyze achievement data to reveal instructional needs, implement more rigor with reading support after exposure and training of online tools as well as other district approved resources
- Teachers will monitor student engagement and interaction with reading resources.
- Individual as well as group instructions will be monitored and adjusted as necessary for continuous improvement.
- Teachers will develop exemplars of good work that meet standards and reflect the instructional focus.
- Teachers will use multiple assessment tools aligned with teaching standards for remediation and enrichment.

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

School level progress monitoring is collected by use of BAS, Keystones, standards assessments, curriculum aligned assessments, integrated learning system assessements such as iStation, NewsELA, Learning.com and TenMarks, as well as FSA data. Collection of reading group data for fluidity and monitoring of student progress School level progress monitoring occurs on the Broward County Assessment Period schedule AP1-AP3, and on a monthly basis per grade level.

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

Fidelity of students not progessing toward school and distrcit goals is ensured by monitoring student progress through the RTI process. Also through the use of iStation progress will be monitored amongst the different tiers. Small group interventiosn will be used consistently in the classroom.

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)?

Everglades ensures that all teachers plan high quality instruction to meet the needs of all learners by involving effective teaching practices and differentiation of instruction based on student need and instructional levels. Collaborative planning and PLCs support teachers with individual classroom needs.

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

Tier 1 standards-based classroom instruction is being implemented properly and effectively through support of the school Literacy Coach. Teachers are actively attending training sessions on Balanced Literacy through Broward County Professional Development as well as through regular in-house collaboration meetings and integrating Balanced Literacy stratgeies into PLC practices. Teachers are using exemplar lessons for shared and interactive reading via the Elementary Learning Canvas course.

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 are able to make the home-school connection by logging on to Broward Single Sign on (Broward SSO) to access textbook, digital lessons, and district approved research search engines such as GALE.
- The school also purchased the Scholastic resource library that provides non-fiction informational text for ELA, Social Studies, and Science
- NewsELA intense reading comprehension of current events (monitored and assigned by grade level teachers and STEAM) provides a great resource.
- District Social studies content libraries
- Science A to Z and district provided science leveled readers

Students have access to a rich variety of literary and informational texts through use of our school Media Center, online resources such as NewsELA or Tumblebooks, approved online search engines such as GALE through Broward SSO, onsite Scholastic resource library, and PTA donations for teachers to fund meaningful and varied classroom libaries. Teachers actively collaborate with the Media Specialist in order to choose meaningful literature to support classroom instruction. Intervention prgrams include iStation, Phonics for Learning, Fundations, LLI and Journeys Read-In Writer.

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

Broward County Public Schools Social and Emotional learning Standards are being integrated via a balanced literacy program inthe classroom. Students are regularly exposed to content rich material that includes SEL

standards during core instruction. Our school cultural initiative has begun through the equity action plan, and is being implemented in proper phases.

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

Students are participating in Monthly Character Education lessons, It Starts with Hello program and school-wide kindness program.

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

Our school-wide policy supports the social emotional learning for our students by taking part in various prgrams such as: Listener program, Latinos in Action, It Starts with Hello, Otter-pals, communication of SEL initiatives with families, community members and all stake holders.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilization of Integrated Learning Systems such as: iStation, Vocabulary.com, Accelerated Reader, and NewsELA.	Administrators, Reading Coach, Facilitator, Classroom Teachers	5/25/2019		
PLC teams will work together to develop meaningful learning goals and relevant performance scales in order to monitor student progress and ensure all standards and DOK levels are being successfully implemented.	Administrators, PLC Facilitator, Classroom Teachers	5/25/2019		
Formative assessments will be given bi-monthly. Results will be used to guide student instruction.	Administrators, Curriculum Coach, Classroom Teachers	5/25/2019		
Provide Differentiated Instruction through small group Reading Application, Journeys Intervention/Enrichment, Phonics For Reading, and Reading Pull-out/Push-in programs and After School Tutorial Camps	Administrators, Reading Coach, Instructional Coach, Classroom Teachers	5/25/2019	District offered Reading Training sessions as needed	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Ensure students' needs are met through progress monitoring and RTi interventions.	CPS Team, Classroom Teachers	5/25/2019		

School Improvement Plan (SIP)

School Name   Forest Hills ES (2631)

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
Think Tanks	Monday Tuesday Wednesday Thursday Friday	2nd4th	8/15/2018 - 5/31/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

		Data For: 2017-2018 (Last updated: 7/18/2018)				
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
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03	95	11.60	0.00	0.00	22.10	4.20
04	116	12.90	1.70	0.00	25.00	6.00
05	118	16.90	0.80	0.00	22.00	3.40

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

Classroom Walkthroughs - Administration, Instructional Coach and Pull-Out Teachers, and peer-to-peer observations
RtI Team- (Tuesdays)- Meets to discuss Tier 2 and Tier 3 students along with any other classroom hurdles that need to be addressed.
Think Tank (PLC)- (by grade levels)- meet weekly with Instructional coach and administration to target specified areas of the curriculum.
Teachers work with the Guidance Counselor to collect individual student data. This will identify if the student is progressing or not.
CLI (Children's Literacy Initiative) Coaches- monitor classroom teaching and learning practices, as well as provide inservice related to literacy.

RtI Team Meeting Schedule

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

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/15/2018 - 5/31/2019	8:30 AM - 1:45 PM
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 5/31/2019	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Nov-Meeting-11052018.pdf	November	SAF ByLaws	11/6/2018
SAF-09042018.pdf	October	SAF ByLaws	10/16/2018
SAF-08292018.pdf	October	SAF ByLaws	10/16/2018
Surveys_Report_Parent-FHE[1].pdf	October	None	10/16/2018
Surveys_Report_Staff-FHE[1].pdf	October	None	10/16/2018
Surveys_Report_Student-FHE[1].pdf	October	None	10/16/2018
August-SAC-Mtg-08282018.pdf	October	SAC ByLaws	10/15/2018
SAF-Mtg-10012018.pdf	October	SAF ByLaws	10/15/2018
2631_SAC-Bylaws18-19.pdf	October	SAC ByLaws	10/15/2018
SAF-Meeting-Dates-and-Times.pdf	October	SAF ByLaws	10/15/2018
SAC-Meeting-Dates-and-Times.pdf	October	SAC ByLaws	10/15/2018

File Name	Meeting Month	Document Type	Uploaded Date
FHE-SAF-Bylaws.pdf	October	SAF ByLaws	10/15/2018
SAC-COMP-2018.pdf	October	None	10/15/2018
Oct-Sac-2018.pdf	October	Monitored	10/11/2018
September-SAC-2018.pdf	October	ByLaws	10/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	376	85 of 210	1	93	186

Goals

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

The area that we will focus on at Forest Hills Elementary is Literacy and Early Learning. The reason Forest Hills chose this area is because only 59% of the students were proficient on the ELA portion of the 2017-2018

Florida Standards Assessment (FSA), and only 50% of our lowest 25% posted 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 school will scale up guided reading practices. Since last year, we have focused on small group, guided reading that tailors to the specific needs of students. We will continue to use guided reading and scale up our practices. iReady will also be used this school. year.

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

Guided reading will continue to be a focus during our bi-weekly PLCs in order to support and scale up this practice. Student data including BAS diagnostics will be used during our PLCs for learning experiences. Teachers will brainstorm next steps from BAS as well as other diagnostics. These next steps will be implemented during the guided reading times. Guided reading provides students with the teacher scaffolding needed to stretch the student to the next goal. In addition, iReady will continue to be used in a more in depth fashion. The diagnostic portion (i.e. checkpoints) will be used as part of our progress monitoring and bi-weekly PLCs. Teachers will review the materials provided on iReady and discuss extra lessons, interventions, and continued progress monitoring using iReady.

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

The school began the school year with beginning of year data collection from iReady Checkpoint #1. This checkpoint provided areas of strength as well as weaknesses for each student. In addition, it also provided the school to view weakness for each class, grade level, and school. The school has a 3 week assessment cycle. After set standards (according to reading, writing, math, and science instructional focus calendars) are taught, the standards are assessed using School City. School City provides instant results by class, grade level, and subgroups. This allows the school to then have pertinent data chats with individual teachers and have valuable "next step" re-teaching strategies tailored to meet the needs of each student. The school will also have a mid point as well as end of year assessment to measure growth in a more holistic fashion.

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

During our progress monitoring, students who are not meeting the current benchmark are referred to the school's response to intervention team. Specific diagnostics are administered in order to analyze specific areas of need as well as strengths. These diagnostics are reviewed during the response to intervention team meeting in which the parents are also invited. At that time, rigorous interventions are prescribed to the individual student. The intervention is then provided on a regular basis by a specific individual with fidelity. Usually, weekly progress monitoring data is collected so that when the response to intervention team meets, the team can determine whether the intervention is being successful. In addition, the instructors as well as the response to intervention team can determine if the student's goal is being met.

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

All instruction begins with the Florida Standards. The individual grade levels have carefully used the Florida Standards to create instructional focus calendars that pace out the year's instruction. The standards are deconstructed by the teams on a regular basis during team meetings as well as PLCs to further deepen the teacher's individual knowledge of each standard. Through PLCs, professional development, and grade level planning, teachers work together to differentiate classroom instruction so that all students including lowest quartile, ELL, and ESE students can access the curriculum

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

The school ensures that tier 1 standards-based classroom instruction is being implemented properly and effectively by having an instructional focus calendar that paces out the standards in a logical progression.

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

The school uses a variety of resources that align with the standards. Supplemental resources offer the needed text complexity and help teach the standards. In addition, interventions are research based and allow for needed progress monitoring.

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

Students with IEPs that have specific objectives and goals in these specific domains are instructed by a certified teacher as per the specific child's IEP. In addition, all students have a tier 1 social and emotional learning instructional program. Our school's guidance counselor provides lessons to each classroom. Part of these lessons include the SandyHook Promise Program that is recognized by the District, Anti-bullying, Kids of Character, and specific conflict mediation to name a few.

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

Self Awareness & Self Management:
Strategies: Breathing and de-escalation techniques with our school Guidance Counselor.
Strategies: School Guidance Counselor and Psychologist will serve as valuable resources.

Strategies: data-driven decision making and reflective practices of both students and teachers.

Social Awareness & Interpersonal Skills:
Strategies: peer mediation
Strategies: diversity awareness
Strategies: Parent Nights and Parent/Teacher conferences
Strategies: peer mediation; conflict resolution

Decision-Making:
Strategies: School Administration, School Resource Officers, and Support Staff
Strategies: Guidance social-awareness lessons
Strategies: All staff, students, and community through School Advisory Council, School Advisory Forum, and Parent Nights.

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

All staff are on-board with practicing Social-Emotional Learning throughout the day as teachable moments arise. Administration, Guidance Counselor, Psychologist, and support staff have daily discussions with students that heighten their awareness of social-emotional learning strategies, and allow them to reach their full-potential.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
High Quality classroom instruction, iReady & School-City monthly assessments, and monitoring RtI data.	Administration, Instructional Coach, ESE Specialist, and Guidance Counselor.	5/31/2019	Monthly district meetings and PD offerings as needed	N/A

School Improvement Plan (SIP)

School Name   Forest Hills ES (2631)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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

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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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Accreditation Standard	**Overall Rating**
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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

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Surveys_Report_Student-FHE[1].pdf	October	None	10/16/2018
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BEST PRACTICE #4

Scaling Up BEST Practices

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

Students with IEPs that have specific objectives and goals in these specific domains are instructed by a certified teacher as per the specific child's IEP. In addition, all students have a tier 1 social and emotional learning instructional program. Our school's guidance counselor provides lessons to each classroom. Part of these lessons include the SandyHook Promise Program that is recognized by the District, Anti-bullying, Kids of Character, and specific conflict mediation to name a few.

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Strategies: School Guidance Counselor and Psychologist will serve as valuable resources.

Strategies: data-driven decision making and reflective practices of both students and teachers.

Social Awareness & Interpersonal Skills:
Strategies: peer mediation
Strategies: diversity awareness
Strategies: Parent Nights and Parent/Teacher conferences
Strategies: peer mediation; conflict resolution

Decision-Making:
Strategies: School Administration, School Resource Officers, and Support Staff
Strategies: Guidance social-awareness lessons
Strategies: All staff, students, and community through School Advisory Council, School Advisory Forum, and Parent Nights.

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

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Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
High Quality classroom instruction, iReady & School-City monthly assessments, and monitoring RtI data.	Administration, Instructional Coach, ESE Specialist, and Guidance Counselor.	5/31/2019	Monthly district meetings and PD offerings as needed	N/A

School Improvement Plan (SIP)

School Name   Gator Run ES (3642)

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
3642 5th Grade	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	5
3642 4th Grade	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	4
3642 3rd Grade	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	3
3642 2nd Grade	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	2
3642 1st Grade	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	1
3642 Kindergarten	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	K
ESE/Specials/PreK	Thursday	5th	8/14/2018 - 5/15/2019	2:00 PM - 3:00 PM	Pre K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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02	214	5.10	0.00	0.00	14.00	2.30
03	222	6.30	0.00	0.00	4.10	0.00
04	255	8.20	0.00	0.00	5.90	0.80
05	251	5.60	0.00	0.00	4.80	0.00

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

Gator Run will address the early warning indicator identified for both the 2016-2017 and the 2017-2018 school year of the % of student's level 1 in ELA or Math. We are implementing the following intervention strategies to improve academic performance with the use of the GatorAid afterschool camp in math and reading, Quarterly Data Chats, Double Dosing, the RtI process, and Achieve3000 an online reading program.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 3rd	8/31/2018 - 5/28/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Using Results for Continuous Improvement	

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
AplusSigninSheet.pdf	October	A+ Funds	11/6/2018
AplusResults.pdf	October	A+ Funds	11/4/2018
Committee-Membership.pdf	August	Developed	10/29/2018
SAC-SAF-October-17-2018.pdf	October	A+ Funds	10/26/2018
SAC.SAFSignin-.pdf	October	A+ Funds	10/26/2018
SAC.SAFMinutes10.17.18docx.docx	October	A+ Funds	10/26/2018
Surveys-Report-Student-GRE.pdf	October	None	10/25/2018
Surveys-Report-Staff-GRE.pdf	October	None	10/25/2018

File Name	Meeting Month	Document Type	Uploaded Date
Surveys-Report-Parent-GRE.pdf	October	None	10/25/2018
SAF_Agenda_082918.pdf	August	None	10/22/2018
SAC.SAF92618Minutes.pdf	October	Developed	10/18/2018
SAC_Agenda_101718.pdf	October	A+ Funds	10/15/2018
SAF_Agenda_101718.pdf	October	Developed	10/15/2018
SAC.SAF92618Minutes.pdf	September	Developed	10/15/2018
SAC_Agenda_092618.pdf	September	Developed	10/15/2018
SAF_Agenda_092618.pdf	September	Developed	10/15/2018
SAC.SAF-Signin-9.26.pdf	September	Developed	10/15/2018
SAC.SAF1819Meetings.pdf	August	None	9/11/2018
SAC_Agenda_082918.pdf	August	None	9/11/2018
SAF-Bylaw-GatorRunES-3642.pdf	August	SAF ByLaws	9/11/2018
3642_SAC_ByLaws_08292018.pdf	August	SAC ByLaws	9/11/2018
SAC.SAF-SignIn-Agenda-8.29.18.pdf	August	None	9/11/2018
SAC.SAF-Minutes8.29.18.pdf	August	None	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
9	526	20 of 65	1	33	65

Goals

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

As evidenced in the SES Band Data, Gator Run Elementary School currently has 82% of students scoring satisfactory or higher on FSA ELA assessment overall. Our data showed that Gator Run Elementary is in band 9. Through small group instruction, we are using close reads and leveled readers to assist in identifying text evidence, differentiated lessons and using Achieve 3000, iReady and Smarty Ants to support ELA instruction at individualized levels. We will focus on incorporating grade appropriate ELA (English Language Arts) Standards to increase the student understanding of the content area of science as well.

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

Best Practice #1 - Professional Learning Community (PLC) - is being scaled up to improve teaching and student learning of ELA (English Language Arts) and Mathematics in classroom instruction to increase performance within the SES Band. Monthly team PLCs include the creation of performance scales, along with student evidences that align to specific grade level ELA and Mathematics standards.

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

PLC is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices. During the 2018-2019 school year, our teachers will continue to write Learning Goals(LG)and Performance Scales(PS) during their monthly PLC's. All instructional staff will participate in LG & PS professional development with follow-up PD happening throughout the year. During the PLC, teachers will also discuss the implementation of the LG and PS and how it relates to student achievement.

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

Gator Run Elementary ensures that data collection is aligned to grade-level Florida Standards in various academic areas. Quarterly discussions/communication between staff and administration, as well as classroom visits also ensures that the standards are being effectively taught and data collected represents classroom achievement. Progress monitoring data includes close reads, math standards and chapter assessments, science unit assessments, social studies project based learning, and writing progress monitoring data as well as Achieve 3000, iReady and Smarty Ants data.

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

Gator Run ensures the fidelity of students not progressing towards school and district goals by properly monitoring teacher plans, classroom observations and having frequent conversations and data chats with classroom teachers and support staff members. In addition, teachers meet quarterly with administration and support staff to discuss their students' progress, as well as, any needs or concerns the child may have. In addition to the Data Chat meetings, Gator Run has an amazing RtI team and process in place. With the help of both the Data meetings and RtI meetings, teachers have the support to ensure that all children receive the best possible education from Gator Run Elementary. To sustain these strengths we will continue to do all of the aforementioned tasks and strategies.

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)?

Gator Run Elementary ensures that classroom instruction is aligned to grade-level Florida Standards in various ways. Teachers participate in collaborative learning communities to improve instruction and student learning each month, while all staff members participate in continuous programs of professional learning. Teams meet to ensure that the standards are met through effective team planning. The PLC's provide support of implementation of the state standards; collaborative learning and high yield strategies through peer coaching and reflection. Administration supports challenging, equitable learning experiences for all students. Administration works collaboratively with all teachers to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, and student learning needs Ensuring that commitment to instructional practices that include active engagement, a focus on depth of understanding and the application of knowledge and skills. Quarterly discussions/communication between staff and administration, as well as classroom visits also ensures that the standards are being effectively taught.

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

Tier 1 standards-based classroom instruction is effectively implemented in all grade levels at Gator Run Elementary. these interventions are intended to assist students who may be struggling in academic areas. Tier 1 strategies are properly implemented in all classrooms by use of individualized teacher support during core instruction. Tier 1 strategies are properly monitored by use of teacher plans, classroom observations and conversations.

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?

Gator Run Elementary School recently purchased the Scholastic Leveled Bookroom for grades K-5. The Leveled Bookroom offers over 5,000 inspiring books, across an enormous variety of text types, themes, genres, topics and content areas. It includes new print and digital resources and assessment tools that explicitly support college & career readiness. In addition, Broward County Schools just went through an adoption for Social Studies materials. Schools were given leveled libraries for each classroom across the grades and a leveled library collection for each grade level to be placed in the resource room.

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

Gator Run Elementary has a comprehensive school counseling program run by two School Counselors. Students are taught social skills, feelings vocabulary, growth mindset, social problem solving skills and calming strategies in variety of settings and modes of instruction.

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

Gator Run Elementary integrates the Social Emotional Learning competencies in the classroom each day through Inner Explorer program, reading, writing and social study work. Gator Run Elementary also incoporates Social Emotional Learning competencies throughout the school as follows:

Self- Awareness- Daily Inner Explorer program K-5, Classroom Guidance lessons, Small Group Counseling, Yoga Special K-5, Poetry Club for 2-5.
Social Awareness- Weekly News Segment on morning announcements called "Who Are You" where students share their cultural traditions. Peer Mentoring program where 4th and 5th grade students mentor 1st, 2nd and 3rd grade students each week. Book Buddies on Early Release days older students are paired with younger students in the building to read with. Classroom Guidance lessons. Small group counseling. Participating in Harvest Drive and our annual Toy Drive.
Self-Management- Daily Inner Explorer program. Yoga special. Classroom Guidance lessons. Small group counseling. The use of Zones of Regulation in small group counseling sessions.
Relationship Skills- Classroom Guidance Lessons. Small group counseling sessions. Peer Mentoring program.

Responsible Decision Making- Classroom Guidance. Small group counseling sessions. Morning news social problem of the month segment. Peer Mentoring program.

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

Gator Run Elementary believes that all students matter. We provide a comprehensive school counseling and guidance program that instills Social Emotional Learning through various modes of instruction at the classroom, small group and individual level as well as school wide programs.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
GatorAid Camp for early indicator and lowest quartile students in ELA and Math.	Lori Knapik, Angela Davis & Ashley Saba	5/31/2019	Training for classroom teachers who are instructing the program	$9,000.00 Towards GatorAid camp

School Improvement Plan (SIP)

School Name   Hollywood Park ES (1761)

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
2nd/5th	Thursday	2nd4th	8/30/2018 - 5/23/2019	2:10 PM - 3:10 PM	2, 5
1st/4th	Wednesday	2nd4th	8/29/2018 - 5/22/2019	2:10 PM - 3:10 PM	1, 4
Kindergarten/3rd	Tuesday	2nd4th	8/28/2018 - 5/21/2019	2:10 PM - 3:10 PM	K, 3

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	65	24.60	0.00	0.00	29.20	12.30
01	91	20.90	1.10	0.00	29.70	8.80
02	84	28.60	0.00	0.00	21.40	6.00
03	98	10.20	1.00	0.00	21.40	2.00
04	90	16.70	5.60	0.00	30.00	6.70
05	87	17.20	1.10	0.00	26.40	4.60

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

All students in grades 3-5 who scored in the lowest quartile on the 2017-2018 FSA receive an intervention or additional support in math and/or reading. Students who scored in the lowest quartile in reading receive LLI instruction daily. Students who scored in the lowest quartile in math receive additional support in a small-group setting using the Support Coach curriculum.

All students in grades 1-2 who are considered off-track in BAS receive Fundations daily and leveled small-group instruction. Kindergarteners receive additional support with letter tracing.

Students who are identified as exhibiting chronic absenteeism are identified by teachers, and the teachers montior the attendance of these students. When students are absent 2-3 times within a quarter, the teacher reaches out to the family. Whena student reaches 5 absences in a quarter, the teacher completes an attendance concern form and gives it to the guidance counselor and/or contacts the school social worker. If a students reaches 5+ absences, the teacher and/or guidance counselor refers the student to the social worker.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	2nd, 4th	8/28/2018 - 5/21/2019	8:00 AM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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1761_Agenda-SignIn-Minutes_09052018-merged.pdf	September	Monitored	10/26/2018
1761_SAF-Bylaws_2018-19.pdf	October	SAF ByLaws	10/26/2018
1761---Student-Survey-.pdf	October	None	10/26/2018
1761---Staff-Survey.pdf	October	None	10/26/2018
1761---Parent-Survey-2018-.pdf	October	None	10/26/2018
1761_Online-SAC-Composition-Program_2018.pdf	October	None	10/25/2018
1761_SACSAF-Meeting-Dates-2018-19.pdf	October	Monitored	10/16/2018
1761-SAC-Bylaws-2018-2019.pdf	October	SAC ByLaws	10/4/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	344	80 of 137	-344	105	209

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?

2018 FSA Data demonstrates that only 47% percent of students in Grades 3-5 are proficient in English Language Arts. Based on this data, we have focused on ELA as our target for improving student achievement. This year, we will scale up Tier 1 isntruction by implementing leveled text and guided reading during the literacy block. We will also implement targeted interventions for students who are below grade level.

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

BEST Practice #1: PLC's (Professional Learning Communities) and BEST Practice #2: Response to Intervention will be scaled up to improve teaching and learning in order to increase performance within the SES Band.

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

BEST Practice #2, Response to Intervention, will be scaled-up through the close analysis of data to determine student strengths and weaknesses. It will also be scaled-up through the identification and delivery of targeted interventions to meet student needs. Data will be collected and analyzed regularly to monitor student progress.

Best Practice #1 Professional Learning Communities will be scaled up through weekly meetings

focusing on planning Tier 1 Instruction. ELA teams will meet with the Literacy Coach and school Principal to provide them needed support as they plan standards based mini lessons as well as guided reading lessons focusing on individual teaching targets and student levels.

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

School-level progress monitoring is collected after each ELA standard has been taught. (Every 1-2 weeks)

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

Fidelity of students not progressing towards school and district goals is ensured through the monitoring of TIER 2 and TIER 3 interventions during the collaborative problem solving team/RTI process.

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)?

- Supplement instructional strategies with visual aids posted in the classroom
- Choices of text within independent and instruxtional level
- Implement CHAMPS to minimize distractions
- Positive feedback to foster community and collaboration
- Teachers activities background knowledge through technology and multimedia
- One on one conferencing with students to reflect on progress and set goals

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

Tier 1 standards based instruction is planned and monitored through Professional Learning Communities where teams meet with the literacy coach to anazlyze student work to make sure students are progressing towards meeting their grade level standards. Teacher are attending professional development specific to the implementation of balanced literacy in their grade level classrooms. Administration is monitoring the implementation of new learning through classroom observations and teacher conferences/feedback. Data is being monitored to make sure that teachers are reaching all students through scaffolding instruction and chunking information into digestable bites.

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

- Scholastic Leveled Readers (50% Fiction; 50% Non-Fiction)

- Classroom Leveled Libraries
- Independent Reading Library
- Social Studies Leveled Readers
- Science Leveled Readers

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

- Panther Pals- General education students are paired with special education students to maintain positive relationships.
- Inclusive Clubs
- Social Groups led by guidance counselor focusing on student emotional needs
- Student recognition events
- Kid of Character

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

The 5 competencies of Social Emotional Learning are explicitly taught by the school counselor as she visits classrooms for guidance lessons, including: Start with Hello Week; Peace Week; and Red Ribbon Week, to name a few.

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

Our school implements individual goal setting for each student through teacher students conferencing to discuss how students are progressing towards reaching grade level standards as well as behavior expectations. Positive Behavior strategies are implemented through the use of CHAMPS to promote positive relationships in the classroom.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Development on the use of student data to plan targeted standards based small group instruction	Mari Menendez, Natasha Vernaza	11/30/2018	Small Group PD	$2,000.00

School Improvement Plan (SIP)

School Name Hollywood Park ES (1761)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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BEST PRACTICE #2

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

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Strategies & Activities

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

School Name   Hunt, James ES (1971)

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
Intermediate	Monday	2nd4th	9/24/2018 - 5/6/2019	2:15 PM - 3:00 PM	3, 4, 5
Primary	Monday	1st3rd	9/17/2018 - 5/13/2019	2:15 PM - 3:00 PM	K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	98	26.50	2.00	0.00	35.70	13.30
01	90	23.30	2.20	0.00	38.90	13.30
02	110	16.40	0.90	0.00	24.50	5.50
03	119	16.80	2.50	0.00	30.30	6.70
04	111	8.10	1.80	0.00	24.30	3.60
05	125	12.00	1.60	0.00	29.60	4.80

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

INTERVENTION STRATEGIES EMPLOYED BY THE SCHOOL TO IMPROVE ACADEMIC PERFORMANCE Our process begins with the teacher entering into BASIS the Tier 1 strategies being used. This is followed up with a discussion in our RTI meeting, where we also confirm that the data used to identify the needed intervention is adequate. We find that two or more data indicators help us decide on the path of intervention to follow. Baseline data we discuss for Kindergarten thru 5th grade include: FSA Assessment (achievement level and scale score), BSA Assessment, BAS Assessment, i-Ready diagnostic results, Primary end of year scores, Kindergarten L/N/S and Concepts, and more. Progress Monitoring data is collected weeky for four to five weeks for students on an RTI Plan. Teachers provide intervention using materials that include Journeys, Fundations, Phonics for Reading, Road to the Code, Triumphs, Words Their Way, Write-in-Reader, Rehearsing the Standards, Saxon Phonics, and Ladders to Success. The school ensures the fidelity of students receiving appropriate intervention by including the entire RTI Team in the decision-making process, and by conducting a thorough review of performance, attendance, and other indicators. Hunt ensures that all classroom instruction is accessible to the full range of learners by establishing this schoolwide expectation and monitoring the following: instruction with daily classroom walkthroughs, weekly PLCs and grade level planning meetings, bi-weekly Primary and Intermediate Focus Meetings, quarterly data chats with teachers, and individual teacher supports set up as needed.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership-1971.pdf	October	Developed	11/2/2018
SAF-Meeting-10_2018.pdf	October	None	11/1/2018
Oct-Meeting-1971.pdf	October	Developed	10/30/2018
Student-Survey.pdf	October	None	10/30/2018
Staff-Survey.pdf	October	None	10/30/2018
Parent-Survey.pdf	October	None	10/30/2018
SAF-Meetings-Dates.pdf	October	Developed	10/26/2018
SAC-Meetings-Dates.pdf	October	Developed	10/26/2018
SAF-Bylaws-2018.pdf	October	SAF ByLaws	10/26/2018
SAC-ByLaws-2018.pdf	October	SAC ByLaws	10/26/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	363	66 of 137	-363	95	190

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 focus for this year is growth in English Language Arts using data from I-Ready and Informal Assesments to monitor student growth.

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

Scaling up high quality instruction through deliberate PLC conversations and standards-based instruction training.

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

Specialized training for grades K-2 in balanced literacy
Standards-based training for grades 3-5 in deconstruction of standards to meet individual needs of students

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

Our school is using I-Ready as a progress monitioring tool, and collecting data once a week to monitor usage and completion/passing rate of lessons.

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

Those identifed students are placed on MTSS intervention and progress monitored through either small group instruction and/or alternative programming (Fundations and Wilson)

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

Our school is able to accommodate individual learning differences by making classroom instruction accessable to the full range of learners. In addition to classroom teachers implementing support strategies in the classroom, we have staff dedicated to providing direct and support services for our English Language Learners as well as our Exceptional Students, whether they have special needs due to a disability or they are gifted. The services and supports include the following: remediation of skills, enrichment activities, differentiated instruction, multi-sensory approaches, and multi-cultural informational sessions and events. In addition, students with learning differences are monitored closely through the Response to Intervention process to ensure the students are achieving to their potential.

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

The school ensures the fidelity of students receiving appropriate intervention by including the entire RTI Team in the decision-making process, and by conducting a thorough review of performance, attendance, and other indicators. Hunt ensures that all classroom instruction is accessible to the full range of learners by establishing this schoolwide expectation and monitoring the following: instruction with daily classroom walkthroughs, weekly PLCs and grade level planning meetings, bi-weekly Primary and Intermediate Focus Meetings, quarterly data chats with teachers, and individual teacher supports set up as needed.

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

Our school uses Journeys as our core grade level program. We have a full A-Z Leveled Books room and leveled nonfiction texts as part of our Social Studies adoption. All classrooms also receive weekly news articles from Scholastic News or Time For Kids.

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

Our school uses morning welcome time and parts of Harmony Kit.

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

During scheduled meet-up times, special times whens students share and collaborate within the larger group context. Meet up goals:
1. Foster a classroom enviroment where all students feel connected, comfortable, and part of an inclusive.
2. Effectively communicate ideas, have discussions, and make decisions as a class.
3. Provide opportunities for students to share information with each other and get to know each other better.
4. Establish a student centered forum where they develop expectations for how to interact with and treatment.
5. Guide student in resolving problems and continually revisist expectations for how to treat other.

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

Student are incentived to reinforce positive behaviors. Students recieved awards such as Prasin Raisins, Golden Spoon for behavior during lunch time, lunch bunch with staff. Mentoring programs such LIA(Latino's in Action) and MTL(Mentoring Tomorrow's Leaders) support student mentors in building relationships and supporting peers and younger students socially and academically.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Learning Communities, Teacher/Student Data Chats, Monthly Monitoring of Student Performance data	Administration, Support Staff and Teachers	6/28/2019		
Professional Learning Communities, Teacher/Student Data Chats, Monthly Monitoring of Student Performance data	Administration, Support Staff and Teachers	6/28/2019		
Professional Learning Communities, Teacher/Student Data Chats, Monthly Monitoring of Student Performance data	Administration, Support Staff and Teachers	6/28/2019	DBQ and Standards Based Instruction	

School Improvement Plan (SIP)

School Name   Hunt, James ES (1971)

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
Intermediate	Monday	2nd4th	9/24/2018 - 5/6/2019	2:15 PM - 3:00 PM	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)						
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BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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BEST PRACTICE #4

Scaling Up BEST Practices

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

The focus for this year is growth in English Language Arts using data from I-Ready and Informal Assesments to monitor student growth.

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

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

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Our school uses Journeys as our core grade level program. We have a full A-Z Leveled Books room and leveled nonfiction texts as part of our Social Studies adoption. All classrooms also receive weekly news articles from Scholastic News or Time For Kids.

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

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3. Provide opportunities for students to share information with each other and get to know each other better.
4. Establish a student centered forum where they develop expectations for how to interact with and treatment.
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Student are incentived to reinforce positive behaviors. Students recieved awards such as Prasin Raisins, Golden Spoon for behavior during lunch time, lunch bunch with staff. Mentoring programs such LIA(Latino's in Action) and MTL(Mentoring Tomorrow's Leaders) support student mentors in building relationships and supporting peers and younger students socially and academically.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
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Professional Learning Communities, Teacher/Student Data Chats, Monthly Monitoring of Student Performance data	Administration, Support Staff and Teachers	6/28/2019		
Professional Learning Communities, Teacher/Student Data Chats, Monthly Monitoring of Student Performance data	Administration, Support Staff and Teachers	6/28/2019	DBQ and Standards Based Instruction	

School Improvement Plan (SIP)

School Name   Indian Trace ES (3181)

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
3181 ELA, 3181 Math	Thursday	2nd	9/13/2018 - 5/23/2019	1:50 PM - 2:50 PM	Pre K, K, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	93	11.80	0.00	0.00	15.10	2.20
01	115	7.80	0.00	0.00	13.90	2.60
02	115	5.20	0.00	0.00	9.60	0.90
03	125	1.60	0.00	0.00	8.00	0.00
04	127	7.90	0.00	0.00	7.10	2.40
05	151	6.60	0.00	0.00	6.00	0.70

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

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

The following strategies are being implemented to improve the academic performance of students identified by the early warning system:
Students attend before school computer lab Monday-Thursday mornings for 20 minute sessions of IReady readng and math.
Students receive reading interventions in 30 minute pull out session with a certified teacher on Monday-Thursdays.
Students receive math interventions in their classrooms Monday-Friday.
The ELL groups are receiving intervention strategies.
The lowest quartile students in math and reading are receiving intervention strategies in a pull-out setting.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd, 5th	9/17/2018 - 5/27/2018	8:30 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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

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SAC-Meeting-Minutes-Sept-21-2018.pdf	September	SAC ByLaws	11/1/2018
SAF-Agenda-10.26.18.pdf	October	SAF ByLaws	11/1/2018
SAF-Meeting-Minutes-9.21.18.pdf	November	None	11/1/2018
SAF-sign-in-10.26.18.pdf	October	SAF ByLaws	10/26/2018
SAF-bylaws.pdf	October	SAF ByLaws	10/26/2018
SAC-sign-in-10.26.18.pdf	October	Developed	10/26/2018
10.26.18-SAC-Agenda.pdf	October	Monitored	10/26/2018
School-Advisory-Forum-Meeting-Dates-2018-19.pdf	September	None	10/3/2018
SAC-Composition-Report-2018-2019.pdf	September	SAC ByLaws	10/3/2018
SAF-agenda-9.21.18.pdf	September	SAC ByLaws	10/2/2018
9.21.18-SAC-and-SAF-signin.pdf	September	SAC ByLaws	10/2/2018

File Name	Meeting Month	Document Type	Uploaded Date
9.21.18-SAC-agenda-and-5.11.18-SAC-minutes.pdf	September	SAC ByLaws	10/2/2018
eprove-Student-Survey.pdf	September	None	9/25/2018
eprove-Staff-Survey.pdf	September	None	9/25/2018
eprove-Parent-Survey.pdf	September	None	9/25/2018
SAC-ByLaws-2018-2019.pdf	September	SAC ByLaws	9/24/2018
School-Advisory-Council-Meeting-Dates-2018-2019.pdf	September	None	9/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
8	492	22 of 96	1	50	100

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 2018 FSA data, ELA continues to be our focus. This area was chosen because 21% of the students were not proficient in ELA. Additionally, 45% of our lowest quartile did not make adequate learning gains. Even though we saw an increase in percentage points in this area, we will continue our focus on closing the acheivement gap in ELA. Additionally, Math will be focused upon to improve student achievement and overall learning gains. Our overall proficiency in math increased 1% point; however, our annual learning gains decreased by 2 points. The learning gains of the lowest quartile decreased by 6% 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?

We will integrate content area reading through schoolwide Project Based Learning quarterly units of study in grades K-5. Additionally, we will utilize and progress monitor the iReady computer-based, fiction/non-fiction reading program in grades K-5. We saw a need for a unified writing curriculum. Grades K-2 will utilize the Lucy Calkins units of study. Grades 3-5 will incorporate Document Based Questioning (DBQ) in the classroom.

Project Based Learning will increase math proficiency. We will utilize iReady in grades K-5 to increase math fluency, mathematical operations and algebraic thinking.

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

We will integrate schoolwide Project Based Learning quarterly units of study in grades K-5. In order to make ELA learning gains, we will integrate content area reading and progress monitoring the iReady reading and math program in grades K-5. We are using the LAFFS book, iReady for reading and math, and the iReady ToolBox. Additionally, we are incorporating the Lucy Calkins writing method in grades K-3, and we are incorporating Document Based Questioning Strategy (DBQ in grades 3-5.)

In order to increase reading proficiency, we will also focus on early literacy by implementing Wilson Fundations (grade 1) Reading Program in kindergarten classes. Students not showing mastery will receive intensive intervention.

In order to increase learning gains in math, we utilize the iReady math data to remediate and provide small-group interventions, if needed.

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

The school-level progress monitoring data collected is iReady Diagnostics in Reading and Math three times per year in grades K-5. The BAS is administered to students in grades K-3, and in the lowest quartile is grades 3-5. We are using the iReady standards mastery to drive our PLC's.

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

In order to ensure the fidelity of students not progressing towards school and district goals, students are referred to the RTI process. The CPST meets biweekly to monitor the progress of the students to ensure that the interventions are implemented with fidelity. The Literacy Coach provides support and professional development as needed.

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

Indian Trace Elementary focuses on standards-based instruction. Each grade level maps out their curriculum to ensure that all standards are taught. Curriculum is aligned to the standards. The PLC's monitor the standards being covered and mastered in the classrooms.

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

Indian Trace Elementary focuses on standards-based instruction. Each grade level maps out their curriculum to ensure that all standards are taught. Curriculum is aligned to the standards. The PLC's monitor the standards being covered and mastered in the classrooms.

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

Based on the Fountas and Pinnell BAS levels, we have a Resource Room available with a balance of literary and informational text in a variety of mediums. Additionally, we have a Media Center with a variety of books available for teachers and students to be used within the classrooms.

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

To ensure students are developing social and emotional skills, we utilize the Sanford Harmony curriculum schoolwide.

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

- Sanford Harmony is incorporated into daily classroom morning routines

- Student of the Month/Monthly Character Trait recognition
- SEL classroom support
- SEL Mystery Reader

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

Our school-wide practices support the social emotional learning for students. We have SEL programs, i.e. Sanford Harmony, Tracer Buddy Mentors, SEL classroom support and SEL support groups. These programs assist our students to build upon their overall relationship building skills, such as: diversity, empathy, communication, problem solving, and peer relationships.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilize iReady for differentiated instruction in ELA and Math, progress monitor with iReady diagnostic three times per year, monthly utilizing ELA and Math Standards Mastery	Team Leaders, Literacy Coach	6/1/2019	ongoing Professional Development and support on utilizing iReady data to drive differentiated instruction	$3,000.00

School Improvement Plan (SIP)

School Name   Manatee Bay ES (3841)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Team PLC Meetings	Tuesday	3rd	10/19/2018 - 5/21/2018	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	161	17.40	0.00	0.00	29.20	7.50
01	165	17.60	1.20	0.00	8.50	4.20
02	206	12.10	0.00	0.00	15.50	5.30
03	216	7.40	0.00	0.00	5.60	0.50
04	250	8.00	0.00	0.00	3.20	0.40
05	267	11.60	0.00	0.00	8.20	1.10

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

All student diagnostic data (I-Ready, BAS,) is analyzed frequently. Additionally, identified lowest quartile students are pulled out for extra support as needed. In Reading, small group support is implemented using the Continuum for intervention strategies tailored to the students' levels. For students in need of Tier 3 instruction for reading comprehension, a Reading interventionalist will utilize LLI to support students. Student data is discussed frequently in grade level data teams, one on one teacher data chats, as well as Curriculum and Support meetings. PLCs will focus on deconstructing the standards and aligning Tier 1 instruction accordingly. Students will continuously be monitored following the criteria of the district proficiency timeline and placed on a Progress Monitoring Plan (PMP) and/or RTi as needed. Teachers will maintain communication on a regular basis with parents via conferences for any at risk students. Additionally, FSA camps will be offered for targeted students, as well as Language Enrichment camps (LEC) for English Language Leaners (ELLs) in need of support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		8/30/2018 - 5/28/2019	8:00 AM - 1:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Student-Survey-2018.pdf		10/25/2018
Staff-Survey-2018.pdf		10/25/2018
Parent-Survey-MBE.pdf		10/24/2018
Accelerated-Reader-Recognition-Board.jpg	**Standard 1:** Purpose and Direction (1.1, 1.2, 1.3)	10/8/2018
PTA-INFO--School-Sponsors.jpg		10/8/2018
Front Door Fliers	**Standard 2:** Governance and Leadership (2.3)	10/8/2018
PTA Info- Donors and Volunteer Recognition		10/8/2018
PTA Info- Box Tops		10/8/2018
PTA Info- What is your Dream? School Theme		10/8/2018
Our City Weston MBE	**Standard 2:** Governance and Leadership (2.4, 2.5)	10/8/2018
Front Entry Parent Information Bulletin		10/8/2018
Fliers Front Hallway	**Standard 2:** Governance and Leadership (2.3)	10/8/2018
Nurse Kim's Corner Front Hallway		10/8/2018

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
SAF-Bylaws-MBE-2018.pdf	October	SAF ByLaws	10/26/2018
Committee-Membership.pdf	November	None	10/25/2018
MBE-SAF-Minutes-2018-10-03-b.pdf	October	None	10/18/2018
MBE-SAF-attendees-2018-10-03.PDF	October	None	10/18/2018
MBE-SAF-Agenda-2018-10-03.pdf	October	None	10/18/2018
SAC-and-SAF-dates-18-19.docx	October	None	10/18/2018
September-approved-minutes.pdf	October	Developed	10/16/2018
October-SAC-Sign-in.pdf	October	Developed	10/11/2018
September-Sign-in-SAC.pdf	October	Developed	10/11/2018
October-SAC-Agenda.pdf	October	Developed	10/11/2018
September-SAC-Agenda.pdf	October	Developed	10/11/2018

File Name	Meeting Month	Document Type	Uploaded Date
May-Approved-Minutes.pdf	October	Monitored	10/11/2018
SAC-Bylaws.pdf	October	SAC ByLaws	10/11/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
9	520	24 of 65	1	36	71

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 Manatee Bay's results and the results of the SES Band data, the content area of focus for improving student achievement at Manatee Bay will be Reading and Math learning gains, particularly in the students in the lowest 25% students. The proficiency rate of ELA and Math are solid based on the school's prior performance and in comparison to the SES band. Another area of growth that Manatee Bay needs to continue working on this 2018-2019 school year is Science. Science improved during the 2017-2018 school year from 72% to 76% but many of the schools in our SES band are already scoring above 80%.

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

We are implementing grade/content area based professional learning communities (PLCs) with objectives aligned to the Florida Standards. As the school's initiative to scale up, PLCs are designed to allow colleagues the opportunity to share best practices while following the C.A.R.E (curriculum, assessment, remediation, enrichment) model for progress monitoring of student performance. PLC's will be standard based driven, with deconstructing the standards and examining the DOK levels. We will be implementing the i-Ready reading program with the goal of improving student achievement. This program provides an opportunity for our students to engage in differentiated instruction for non-fiction and literary reading, aligned to the Florida standards and to each student's Lexile reading level. This will also provide teacher's with data specific to each student, along with intervention and small guided group resources. In addition, the implementation of Balanced Literacy, along with Literacy Centers will be intergrated in all classrooms. Small guided groups will be based on Benchmark Assessment data and be analayzed on a regular basis.

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

 Training will be provided for ELA standards based learning goals that guide progress toward mastery. The leadership team will facilitate grade levels with available resources focused on enhancing instructional centers. Administration will monitor alignment of classroom instruction to Florida Standards. Grade level data chats will be implemented, with focus on bottom quartile and ELL students. Each grade level will maintain a PLC binder, with standard based pre and post assessments for each classroom teacher. The leadership team will conduct regular walkthroughs during literacy blocks to monitor the alignment of Tier 1 instruction to the standards.

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

Benchmark Assessment (BAS) data is collected 3 times a year, in grades K-3 along with students in Grades 4 and 5 that received scores of a 1 in the FSA Reading the year prior. I-Ready conducts a Diagnostic Assessment 3 times thoughout the year in both reading and math.   PLC standard specific assessments are given monthly, with feedback on how to enrich and remediate students. Students are also assessed in their classroom on a regular basis through comprehension assessments.

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

The leadership team conducts grade level data chats on a regular basis throughout the school year. The RTI team conducts weekly "Mindful Mondays" that allow teachers to come with any questions regarding students that are not progressing, along with Tier 2 and Tier 3 intervention questions. Grade levels meet on a regular basis to discuss best teaching practices and review PLC assessment results. Students not progressing at the expected level are required to be placed on a Progress Monitoring Plan (PMP) and communicated with the parents. Students not meeting specific grade level requirements at that allotted time will receive small group interventions in specific areas of concern. Parents will be communicated with regarding their child's 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)?

- Differentiation- Trainings have been provided and teachers are aware of small guided reading group being a non-negotiable classroom practice.
- Teachers and students will be motivated to recognize their learning style and what methods work best for them to learn. Efforts should be made to vary instruction to meet all learners' need and learning style.
- Eagle Point strives to make the curriculum accessible for all. During team, PLC meetings and data chats as well as curriculum and support meetings, student data will be discussed and interventions will be put in place as needed.
- When analyzing data, student subgroups such as ESE, ESOL, race, and free and reduced lunch (FRL) will be considered to ensure that all groups of students are performing high. Those in need of support will receive a targeted intervention.

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

The school ensures Tier 1 Standards-Based classroom instruction is being implemented by...

- Classroom walk throughs by administrators, support team, and/or team leaders
- Professional learning communities (PLCs)
- Data chats

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

The core Reading text is Journeys. Teachers supplement this core curriculum in many ways. Many teachers use Story Works, NewsELA, and Scholastic for daily Reading practice. The continuum, and leveled readers based on BAS levels are also used to target instruction. Many teachers utliize novel studies in small and whole group. In the content areas of Social Studies and Science, leveled readers, books, and passages are also used to supplement students' knowledge in these core araes while further working on Reading skills. Classes visit the media center often to check out books. During these trips, students must chose check-out books close to or on their individual level. Many teachers encourage students to get one literacy book and one information text book when checking books out at the library. Additionally, I-Ready is used as a supplemental program. Eagle Point uses this program for diagnostic assessments, targeted supplemental practice, and grade-level standards based practice.

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

Start with Hello/Sandy Hook promise program was implemented in the 2018-2019 school year with an assembly kick off to train studnts and teachers on this initiative. Through the morning announcements, diversity is celebrated during different months of recognition. Cultural diversity is

also celebrated by announcing facts about special holidays and events within a culture such as Hispanic Heritage Month, as well as recognizing and celebrating differnet languages and cultures. Eagle Point Foundation has implemented Spirit Sticks, which allows teachers to reward students for being leaders, helping others or showing other social skills. The guidance counselor has created small groups that meet on a weekly basis to discuss social and emotional skills. Eagle Point has adapted The Leader in Me program that teaches students how to deal with adversity and cope with real life situations.

The above are ways that the school as a whole reinforces social emotional skills, but much of this work is done in classrooms. Many teachers have class meetings where students are able to voice their opinions about how things are going in the class. Greeting students each morning at the door is in a non-negotiable and is a great way for teachers to build rapport with students.

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

The five competencies are taught throughout the year in classrooms. Each teacher has their own unique way of doing this. Some use CASEL curriculum and others conduct class meetings and TRIBES. Start with Hello/Sandy Hook promise was presented to students during an assembly and teachers and staff follow up with students about this. On the morning announcments, these concepts are reinforced periodically.

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

There are detailed policies and practices in place to support social emotional learning for students.Some examples are journaling, class meetings, TRIBES, recognition for hard work and citizenship, and celebrating Manatee Bay's diversity. More specific details can be found in Manatee Bay's Social Emotional Learning (SEL) plan.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Science district training, Science contact meeting updates review, Optional Science PLC, collaboration with other schools in SES band performing better in Science, crunch time calendar	Science SIP team, Administration, all teachers	6/4/2019	Science district training, Elementary Science Department support and professional development, Optional Science PLC with fifth grade teachers	
Standards-based instruction in Math with rigor, small group Math intervention groups as needed in the classroom, Go Math! personalized Math trainer utilized, math fluency program utilized (Reflex), I-Ready Math diagnostic data analyzed, I-Ready Math standards mastery utilized, small group pull out support for students in grades 1-5 with targeted instruction for lowest 25% students.	Administration, support team, Math SIP committee, Math pull out interventionist, all teachers	6/4/2019	Math standards training provided for team leaders and presented by team leaders to all teachers	
consistent small group instruction, instruction on students' reading level, leveled readers and articles in the content areas, targeted intervention for those students not making progress in Tier 1	All support team members and administration, as well as teachers	6/4/2019	Continuum, small group training, I-Ready reports and progress monitoring	

School Improvement Plan (SIP)

School Name Orange Brook ES (0711)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLC and ELA PLC	Monday Tuesday Wednesday Thursday Friday	1st2nd3rd4th5th	9/17/2018 - 5/31/2019	2:10 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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	100	20.00	0.00	0.00	17.00	3.00
01	125	24.80	0.80	0.00	38.40	10.40
02	116	15.50	0.90	0.00	29.30	6.90
03	124	13.70	0.00	0.00	41.90	5.60
04	146	12.30	0.00	0.00	31.50	7.50
05	121	18.20	0.00	0.00	30.60	1.70

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

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

RtI team evaluates individuals identified during pre-planning week. Depending upon identified individual needs, strategies such as manipulating environment, peer buddy, preferred seating, use of study carols etc. will be implemented based on student's needs.. Each pre-identified student's individualized needs are based on each student's current academic or behavior needs based on current data.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Surveys-Report-Student-OBE.pdf	November	A+ Funds	11/2/2018
Surveys-Report-Staff-OBE.pdf	November	A+ Funds	11/2/2018
Surveys-Report-Parent-OBE.pdf	November	A+ Funds	11/2/2018
SAC-Committee-Membership.pdf	October	A+ Funds	10/26/2018
OBE-SAF-BylawS-2018-19.pdf	October	SAF ByLaws	10/26/2018
OBE-Oct-Min.pdf	October	Monitored	10/26/2018
OBE-SAC-BYLAWS-2018-19.pdf	October	SAC ByLaws	10/26/2018
SAC-09.17.18.pdf	September	Developed	10/13/2018
SAF-Dates-2018-19.pdf	October	A+ Funds	10/7/2018
SAC-Dates-2018-19.pdf	October	A+ Funds	10/7/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	358	67 of 137	5	98	195

Goals

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

By June 2019, at least 50% of Second Grade students will demonstrate increased proficiency to Level M, as measured by BAS. The reason for this decision is traditionally, the achievement gap in reading continues to grow at the primary levels. We are hoping that by focusing more on our primary students, they will have a more solid foundation to become better readers by 3rd grade, as a result increasing the number of proficient 3rd graders.

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

- Students in K-2 will be in differentiated guiding reading groups.
- Students will know their levels in order to choose books at their level and will have options to choose books based on interests in various genres.
- Teachers will begin using performance scales in collaboration with colleagues during PLCs.
- Teachers will utilize the Literacy Continuum to select goals that are appropriate for the level these children are reading on according to BAS.
- Teachers will utilize text complexity to choose read alouds that are appropriate to expanding the students' knowledge and interests at a higher level
- Teachers will utilize the Resource room to check out books for grade level content and at student's instructional level.

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

Teachers will receive on going Professional Development in the Balanced Literacy Framework. The New Teacher Tools, specially Analysis of Student Work will be implemented during PLCs to help guide instruction. Students in K-2 will participate in Guided Reading Groups. Second Grade students will be exposed to on grade level complex text during small group instruction at least twice a week.

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

- First through firth grade student's participate in standards based School City Common Formative Assessments every four weeks.   Data is analyzed during PLCs. Students who do not master the standards receive remediation while does who have mastered the standards receive enrichment.
- BAS is administered school wide during the 3 assessment periods. Data is analyzed and used to formulate flexible guided reading groups. Data is also used to identify students working below grade level expectations and in need of a PMP plan.
- For Kindergarten students letter names recognition, letter sound recognition and concepts of prints are also measured quarterly. These assessments help us to identify student's who are working below quarterly grade level expectations and are in need of a PMP plan.

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

Through monitoring of student data we are able to identify those students that are not progressing towards the school's goals. We implement and monitor effectiveness of strategies implemented in the classroom through TIER 1 instruction.   If students are not making adequate progress students are referred to RTI.   Tier 2 / Tier 3 interventions are put in place and monitored for effectiveness and student growth.   Lowest quartile ESE students will also be monitored through school city data to determine their progress and make necessary changes to their instruction.

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

Teacher are encouraged to get to know students interests and use this knowledge to motivate them to learn. They also used different modalities (visual, hands on, auditory) and strategies for instruction to reach all learners.   Students are allowed various ways to express their learning through the use of white boards, writing responses on desk, project based learning, oral presentations, visual representations, and turn and talk opportunities.

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

Administrators, Academic Coaches, TPLG District Team, and Team leaders go on classroom walkthroughs to monitor and calibrate findings and expectations. Academic coaches work with teachers through implementation of the coaching cycle of support and administrators follow up when the coaching cycle of support concludes. Standards based conversations and sharing of best practices are ongoing through Reading 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?

Journeys Program is used for core instruction and supplemented with a variety of resources such as: Scholastic Leveled Book Room materials, Science Library and resources, Social Studies Resources, Ready Florida LAFS resources (Grade 2-5), Achieve 3000 Digital Program (2-5), Smarty Ants Digital Program (K-1). Teachers have received classroom libraries with a variety of literature and informational text including Social Studies and Science Libraries.   Students utilize the internet in order to complete research projects. They also use other web-based resources to access a balance of literary and informational materials (Newsela, Learn Zillion, Read Works, Common Lit. org,)
Intervention programs include Journeys Write-in-Reader, Journey Tool Kit, Phonics for Reading, Fundations, LLI, Six Minute Solution for Fluency, Quick Reads and Super QAR.

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

SEL standards are integrated in whole group, small group or individually depending on the situation.   For example: Start with Hello program was delivered as a whole group lesson in grade 2- 5. Small girls group learning interpersonal relationship skills One on one individual counseling and support as needed. SEL strategies are also taught during parent nights.

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

The competencies of Social Emotional Learning are taught by the guidance counselor and classroom teachers using a variety of programs such as Sanford Harmony, Inner Explorer, Bucket Fillers,   The lesson are implemented whole group, small group, or one on one based on the situation.
 Data is being collected on two new programs 7 Habits of Happy Kids, My Big Life (Growth Mind set program).

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

It is embedded during their daily routines through Mr.O'Neal's STAR Expectations.   Students exhibiting positive social emotional and improvement in academic skills are recognized monthly at the STAR Assembly.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Differentiated guided reading groups, rich reading comprehension conversations throughout instruction, exposure to a variety of text	Teachers	5/24/2019	Small Group Guided Reading Instruction, Balanced Literacy	$1,000.00

School Improvement Plan (SIP)

School Name   Orange Brook ES (0711)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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04	146	12.30	0.00	0.00	31.50	7.50
05	121	18.20	0.00	0.00	30.60	1.70

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

RtI team evaluates individuals identified during pre-planning week. Depending upon identified individual needs, strategies such as manipulating environment, peer buddy, preferred seating, use of study carols etc. will be implemented based on student's needs.. Each pre-identified student's individualized needs are based on each student's current academic or behavior needs based on current data.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAF-Dates-2018-19.pdf	October	A+ Funds	10/7/2018
SAC-Dates-2018-19.pdf	October	A+ Funds	10/7/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	358	67 of 137	5	98	195

Goals

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

By June 2019, at least 50% of Second Grade students will demonstrate increased proficiency to Level M, as measured by BAS. The reason for this decision is traditionally, the achievement gap in reading continues to grow at the primary levels. We are hoping that by focusing more on our primary students, they will have a more solid foundation to become better readers by 3rd grade, as a result increasing the number of proficient 3rd graders.

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

- Students in K-2 will be in differentiated guiding reading groups.
- Students will know their levels in order to choose books at their level and will have options to choose books based on interests in various genres.
- Teachers will begin using performance scales in collaboration with colleagues during PLCs.
- Teachers will utilize the Literacy Continuum to select goals that are appropriate for the level these children are reading on according to BAS.
- Teachers will utilize text complexity to choose read alouds that are appropriate to expanding the students' knowledge and interests at a higher level
- Teachers will utilize the Resource room to check out books for grade level content and at student's instructional level.

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

Teachers will receive on going Professional Development in the Balanced Literacy Framework. The New Teacher Tools, specially Analysis of Student Work will be implemented during PLCs to help guide instruction.   Students in K-2 will participate in Guided Reading Groups. Second Grade students will be exposed to on grade level complex text during small group instruction at least twice a week.

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

- First through firth grade student's participate in standards based School City Common Formative Assessments every four weeks.   Data is analyzed during PLCs. Students who do not master the standards receive remediation while does who have mastered the standards receive enrichment.
- BAS is administered school wide during the 3 assessment periods. Data is analyzed and used to formulate flexible guided reading groups. Data is also used to identify students working below grade level expectations and in need of a PMP plan.
- For Kindergarten students letter names recognition, letter sound recognition and concepts of prints are also measured quarterly. These assessments help us to identify student's who are working below quarterly grade level expectations and are in need of a PMP plan.

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

Through monitoring of student data we are able to identify those students that are not progressing towards the school's goals. We implement and monitor effectiveness of strategies implemented in the classroom through TIER 1 instruction.   If students are not making adequate progress students are referred to RTI.   Tier 2 / Tier 3 interventions are put in place and monitored for effectiveness and student growth.   Lowest quartile ESE students will also be monitored through school city data to determine their progress and make necessary changes to their instruction.

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

Teacher are encouraged to get to know students interests and use this knowledge to motivate them to learn. They also used different modalities (visual, hands on, auditory) and strategies for instruction to reach all learners.   Students are allowed various ways to express their learning through the use of white boards, writing responses on desk, project based learning, oral presentations, visual representations, and turn and talk opportunities.

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

Administrators, Academic Coaches, TPLG District Team, and Team leaders go on classroom walkthroughs to monitor and calibrate findings and expectations. Academic coaches work with teachers through implementation of the coaching cycle of support and administrators follow up when the coaching cycle of support concludes. Standards based conversations and sharing of best practices are ongoing through Reading 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?

Journeys Program is used for core instruction and supplemented with a variety of resources such as: Scholastic Leveled Book Room materials, Science Library and resources, Social Studies Resources, Ready Florida LAFS resources (Grade 2-5), Achieve 3000 Digital Program (2-5), Smarty Ants Digital Program (K-1). Teachers have received classroom libraries with a variety of literature and informational text including Social Studies and Science Libraries. Students utilize the internet in order to complete research projects. They also use other web-based resources to access a balance of literary and informational materials (Newsela, Learn Zillion, Read Works, Common Lit. org,)
Intervention programs include Journeys Write-in-Reader, Journey Tool Kit, Phonics for Reading, Fundations, LLI, Six Minute Solution for Fluency, Quick Reads and Super QAR.

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

SEL standards are integrated in whole group, small group or individually depending on the situation. For example: Start with Hello program was delivered as a whole group lesson in grade 2- 5. Small girls group learning interpersonal relationship skills One on one individual counseling and support as needed. SEL strategies are also taught during parent nights.

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

The competencies of Social Emotional Learning are taught by the guidance counselor and classroom teachers using a variety of programs such as Sanford Harmony, Inner Explorer, Bucket Fillers, The lesson are implemented whole group, small group, or one on one based on the situation. Data is being collected on two new programs 7 Habits of Happy Kids, My Big Life (Growth Mind set program).

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

It is embedded during their daily routines through Mr.O'Neal's STAR Expectations. Students exhibiting positive social emotional and improvement in academic skills are recognized monthly at the STAR Assembly.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Differentiated guided reading groups, rich reading comprehension conversations throughout instruction, exposure to a variety of text	Teachers	5/24/2019	Small Group Guided Reading Instruction, Balanced Literacy	$1,000.00

School Improvement Plan (SIP)

School Name   Park Springs ES (3171)

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
3171 SBI-Standards Based Instruction GR 5	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	5
3171 SBI-Standards Based Instruction GR 4	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	4
3171 SBI-Standards Based Instruction GR 3	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	3
3171 SBI-Standards Based Instruction GR 2	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	2
3171 SBI-Standards Based Instruction GR 1	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	1
3171 SBI-Standards Based Instruction-K	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	K
3171 Zones Book Study PK	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	Pre K

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3171 Mindfulness Book Study: Specials	Thursday	4th	8/7/2019 - 5/15/2019	1:45 PM - 2:45 PM	K, 1, 2, 3, 4, 5
3171 Pirate Book Study K-5	Wednesday	4th	8/7/2018 - 1/16/2019	1:45 PM - 2:45 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
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	152	15.80	0.00	0.00	26.30	4.60
01	143	8.40	0.70	0.00	12.60	2.10
02	178	5.60	0.00	0.00	9.60	1.70

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
03	179	8.40	2.20	0.00	13.40	2.80
04	153	10.50	0.70	0.00	20.90	2.00
05	145	11.70	1.40	0.00	19.30	2.80

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

For the 2018-19 school year, we will continue to implement a 30-minute Intervention block as part of the ELA 120 minute block. In Kindergarten and first grade, we will continue to use Wilson Fundations and LLI for our reading interventions. In Second grade, LLI will be used as the intervention for reading. In third grade, Phonics for Reading, LLI and I-Ready will be used as the reading interventions, teachers will also use Teacher Toolbox Ready lessons for Small Strategy Groups/Skills Groups. In fourth grade, teachers will use Iready, Journey's Write In Reader, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. In fifth grade, teachers will use IReady teacher-led lessons, Super QAR, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. For math intervention, we will continue to utilize Reflex Math for grades 2-5 to practice fluency and Small Strategy groups/Skills Groups for remediation. For our Intermediate Grades, we will use Iready, and Teacher Toolbox Ready lessons for math Strategy Groups/Skills Groups, and Go Math Reteach.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/29/2018	8:15 AM - 1:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3171_SAC-ByLaws_100218.pdf	October	SAC ByLaws	10/26/2018
3171_SACComposition_102518.pdf	October	None	10/25/2018
3171_SAFBylaws_100218.pdf	October	SAF ByLaws	10/25/2018
Surveys-Report-Student-PSE.pdf	October	None	10/14/2018
Surveys-Report-Staff-PSE.pdf	October	None	10/14/2018
Surveys-Report-Parent-PSE.pdf	October	None	10/14/2018
3171_SAFMinutes_090418.pdf	October	None	10/10/2018
3171_SACMinutes_090418.pdf	October	None	10/10/2018
3171_SACSAFSignin__100218.pdf	October	Monitored	10/10/2018
3171_SAFSignin_09042018.pdf	October	None	10/8/2018
3171_SACSignin_09042018.pdf	October	Developed	10/8/2018
SACSAF-Schedule-18-19.pdf	October	None	10/8/2018
3171_SAFAgenda_090418.pdf	October	None	10/8/2018
3171_SACSAFAgenda_100218.pdf	October	Monitored	10/8/2018
3171_SACAgenda_090418.pdf	September	Developed	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
7	419	89 of 119	3	68	135

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 2017-2018 FSA data, the content areas we will focus on this school year will be ELA and Math. Our first goal will be improving ELA learning gains for our lowest quartile students by 3% on the 2018-2019 FSA. Currently 48% of the lowest quartile are proficient. This percentage is down from 51% the previous year. Our second goal will be improving Math learning gains by 6% on the 2018-2019 FSA. In 2017, 71% of the students were proficient.

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

Some best practices that we will implement or Scale-up for the 2018-2019 school year to improve teaching and learning in order to increase our performance within the SES band are as follows: in-depth professional development on how to utilize standards-based instruction effectively in our math blocks, more focus on small-group instruction and the gradual-release model; use of a spiral review curriculum as part of our daily instructional activity; and utilizing strategies from data-driven instruction to meet after every interim assessment for individual data chats that will begin during the second quarter of the school year.

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

We will be scaling up our Math instruction and small group interventions. Professional development during pre-planning week focused on effective standards- based math block focusing on the You do, I do, we do model where students are being given "stuggle" time first to attempt new concepts. This also aides in the use of the gradual release model in our math block. This year, we are using the Reflex Math program as additional supplement to support math fluency. Teachers will utilize data-driven instruction model to conduct data chats after each interim assessment. We will also be utilizing the push-in model for ESE support facilitators to instruct both ESE and general education students. The district's math department will also provide professional development to our staff during November's teacher's planning day. ESE support facilitators along with two teachers from each grade level were sent to a Math Number Sense training to support struggling math students. Two teachers from each grade level in grades 3-5 along with our curriculum coach was sent to a two-day Effective Math Block Training as well. Teachers will be utilizing the Standards Mastery portion of the Iready program for data-driven instruction and will use the teacher toolbox, Go Math reteach and other research-based interventions as small group remediation. Teachers will also be utilizing the Ready Math Problem Solver books as supplemental materials as well.

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

Some specific school-level progress monitoring data that will be collected will be the Iready Standards Mastery every 4-6 weeks in ELA and Math. Iready diagnostics for both reading and math will be given three times throughout the year (Beginning-August, Middle-January, and End-May). Fifth grade science assessments will be collected every 3-4 weeks after each standard has been taught. Monthly fifth and fourth grade writing prompts will be collected each month from November-April.

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

Our daily 30-minute intervention block providing remediation helps to ensure the fidelity of students who are not prgressing towards our school and district goals. The use of research-based interventions for both ELA and Math. Small group instruction, guided reading, and a balanced literacy progams in our ELA block helps to ensure this. The use of the Iready program in school and at home to aide in closing achievement gaps that our students might have. Students are also building math fluency through the use of Reflex Math. Teachers also use the teacher-led activities located in the teacher toolbox portion of the Ready program. Teachers also have high expectations for lower performing students. The use of data chats and data-driven instruction helps to ensure the fidelity of students not progressing towards our school and district goals. Students and teachers keep track of learning using learning goals and scales. Our ESE support facilitators push in to classes and aide small group instruction.

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

We address the needs of all students. In intermediate we have a 1-1 ratio with computers to allow students access to curriculum. In addition, we provide targeted small group instruction in both reading and math to ensure that each child is receiving instruction on their level. We include an intervention block per grade level where students may walk to read to make sure their deficits are addressed. In the area of math, we are using small group and additional intervention for students that need support. We are using the I-Ready program to

support students in reading and math in grades 2-5. In addition we are using Reflex math 1-5. We have added a new Phonics program that will be delivered for all students.in Kindergarten.

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

Administration and literacy coach conduct daily walkthroughs and provide targeted feedback. Our literacy coach attends meetings on a weekly basis to provide feedback from walkthroughs.

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

The school uses our Scholastic Book Room for all leveled readers. We also use leveled books from the Journeys Basal. Leveled Literacy Intervention (LLI) is used in grades 1 and 2 and the Phonics Word Study is used in Kindergarten. Super QAR (Question Answer Relationships), Soar to Success are both utilized for Intervention programs in grades 3-5.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Small Group Instruction using the Guided Reading Model	Classroom teachers/Reading Coach	5/19/2019	Professional Development	N/A
All teachers will utilize Learning Goals and Scales to track progress.	Classroom Teachers	5/19/2019	N/A	N/A
Differentiate classroom instruction based on Formative Assessments data. Continue implementation of progress monitoring calendar to realign instruction based on students' needs and mastery of standard.	Classroom Teachers	5/19/2019	PLC's	N/A
Implementation of Academic Notebooks throughout Core Curriculum Areas with a focus on revising knowledge and tracking student progress.	Classroom teachers	5/19/2019	PLC's	N/A
Utilize Wylie's Warm-ups for Math Spiral Review	Classroom Teachers	5/19/2019	N/A	N/A

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilize Iready Program	Classroom teachers/Reading Coach/Administration	5/19/2019	PLC/Staff Development	N/A
Utilize Iready Program	Classroom teachers/Administration/Reading Coach	5/19/2019	PLC/Staff Development	$15,000.00
Reflex Math for fluency	Classroom teachers	5/19/2019	Professional Development as needed	N/A
After school tutoring for ELA, Math, and for Grades 3-5 as well as ELL students.	Principal/Assistant Principal/Reading Coach/Teachers	5/19/2019	N/A	$3,000.00
Monthly PLCs focused on Standard-Based Instruction and progress monitoring of student data.	Classroom teachers/Administration/Support Staff/Reading Coach	5/19/2019	PLC/Staff Development	N/A
Utilize MYON to provide leveled texts to all students K-5.	Classroom teacher/Reading Coach/Media Specialist	5/19/2019	N/A	N/A
Monthly writing assessments aligned with the Florida Standards in grades 4 and 5, samples provided to administration for feedback and coaching.	Classroom teachers/Reading Coach/Administration	5/19/2019	PLC's	N/A
Utilize BAS system to evaluate K-5 Proficiency	Classroom teacher/Reading Coach	5/19/2019	PLC/Staff Development	N/A
30-minute Intervention Block using research-based strategies	Classroom teachers/Reading Coach	5/19/2018	PLC/Staff Development	N/A

School Improvement Plan (SIP)

School Name   Pembroke Pines ES (1221)

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
PPE PLC	Wednesday	2nd4th	9/26/2018 - 5/22/2019	2:20 PM - 3:00 PM	3, 4, 5
PPE PLC	Wednesday	1st3rd	9/26/2018 - 5/22/2019	2:20 PM - 3:00 PM	Pre K, K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
				Data For: 2017-2018 (Last updated: 7/18/2018)		
KG	86	12.80	1.20	0.00	33.70	4.70
01	97	8.20	2.10	0.00	22.70	3.10
02	99	9.10	1.00	0.00	15.20	2.00
03	99	9.10	3.00	0.00	17.20	3.00
04	102	8.80	1.00	0.00	18.60	1.00
05	116	6.00	2.60	0.00	22.40	2.60

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

- Track student attendance mid and end of each quarter - see attendance plan.
- RTI meetings held mid and end of each quarter to discuss those students with multiple warning indicators.
- RTI provided to all students with level 1 in ELA and math that are not ESE or ESOL.
- Data tracked for all Tier 1 and RTI interventions for all lowest quartile students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Friday	1st	10/1/2018 - 5/25/2019	8:30 AM - 2:00 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	4th	10/1/2018 - 5/20/2019	8:30 AM - 2:00 PM
		-	-

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-18-19-1.pdf	October	None	10/24/2018
oct-18-SAC-SAF-meeting.pdf	October	Monitored	10/24/2018
SurveysReportPrint-PPE-Student.pdf	October	None	10/15/2018
SurveysReportPrint-PPE-STAFF.pdf	October	None	10/15/2018
SurveysReportPrint-PPE-Parent.pdf	October	None	10/15/2018
SAF-by-laws.pdf	October	SAF ByLaws	10/8/2018
18-19-SAC-ByLaws.pdf	October	SAC ByLaws	10/8/2018
Sept-17-18---SAC-SAF-meeting.pdf	October	SAC ByLaws	10/8/2018
PPE-SAF-calendar.pdf	September	None	9/4/2018

File Name	Meeting Month	Document Type	Uploaded Date
PPE-SAC-Calendar.pdf	September	None	9/4/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	393	72 of 210	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?

Math will be the focus for improving student achievement, specifically the performance of students in the lowest quartile and our ESE students. This area was chosen because of our FSA data.
The learning gains for all students decreased 3% points from 66% to 63% over the last 2 years. The learning gains for students in the lowest quartile incresed from 44% to 45% over the same period.

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 that will be implemented is BEST Practice 4. Scaling up BEST practices.
The BEST practices that will implement are
1. Spiraling
2. Small group instruction

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

Spiraling will be introduced in the 2nd quarter of the school year. It will be utilized in a 15 minute period each day that is outside the math block.
Teachers will use student data to create small groups and work with struggling students in small group each day. Teachers will use this time to reteach and provide remediation to students on standards they are weak in. ESE students will be pulled by a math resource teacher in a small group for remediation and re teaching based on data from Iready assessments.

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

I ready Checkpoint data for reading and math is collected 3 times per year
I ready Standards based mastery for reading is collectd weekly or biweekly

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

Students in the lowest quartile are pullled weekly for additonal support in either math or reading by resource teachers. These teachers provide remedation to students on standards that they are weak on based on assessment data
The data of these students are also monitored by the resource 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 are provided training in providing instruction to meet the needs of all students. Small group instruction and differentiated instruction are some of the strategies that teachers are using to ensure that they are meeting the needs of all students. Teachers are also presenting information to students in a variety of ways to ensure that they have multiple opportunities to gain mastery.

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

Teachers either have been trained or are being trained in Balanced Literacy (BAS and Responsive literacy)
They then work closely with the literacy coach who provides support by planning lessons, modeling lessons and providing feedback to teachers.
Administration observes teachers as they implement the componets are also offer feedback.

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

Teachers are provided with a variety of informational texts for their classroom libraries to support instruction. Additionally, the students can access Newela, ReadWorks, ThinkCentral, Scholastic News, and Discovery Education Online.

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

We have a varirety of SEL programs and intiatives at Pembroke Pines Elementary
1. We participated in PEACE week activites
2. We participated in the "Start with Hello" initiative
3. Lations in Action from Apollo Middle School visit our campus weekly to mentor specific students
4. Students particpiate in morning Yoga weekly
5. We have peer counselors
6. We have a Pirate PALs program which pairs general education students with students with disabilities for social activities
7. We have the listener program on our campus

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Effective use of the math block, using small group instruction	Natasha Bell/Lisa Rodriguez	11/12/2018	1 teacher from grades 3-5 will attend a 2 day math training on small group instruction and bring back information to other teachers. Heidi Clay from Elementary Learning will visit classrooms to observe implementation and support teachers.	
Effective use of the math block, using small group instruction	Natasha Bell/Lisa Rodriguez	11/12/2018	1 teacher from grades 3-5 will attend a 2 day math training on small group instruction and bring back information to other teachers. Heidi Clay from Elementary Learning will visit classrooms to observe implementation and support teachers.	
Implementing spiraling	Natasha Bell/Lisa Rodriguez	10/22/2018		

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementing spiraling	Natasha Bell/Lisa Rodriguez	10/22/2018		

School Improvement Plan (SIP)

School Name   Pembroke Pines ES (1221)

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
PPE PLC	Wednesday	2nd4th	9/26/2018 - 5/22/2019	2:20 PM - 3:00 PM	3, 4, 5
PPE PLC	Wednesday	1st3rd	9/26/2018 - 5/22/2019	2:20 PM - 3:00 PM	Pre K, K, 1, 2

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

		Data For: 2017-2018 (Last updated: 7/18/2018)				
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	86	12.80	1.20	0.00	33.70	4.70
01	97	8.20	2.10	0.00	22.70	3.10
02	99	9.10	1.00	0.00	15.20	2.00
03	99	9.10	3.00	0.00	17.20	3.00
04	102	8.80	1.00	0.00	18.60	1.00
05	116	6.00	2.60	0.00	22.40	2.60

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

- Track student attendance mid and end of each quarter - see attendance plan.
- RTI meetings held mid and end of each quarter to discuss those students with multiple warning indicators.
- RTI provided to all students with level 1 in ELA and math that are not ESE or ESOL.
- Data tracked for all Tier 1 and RTI interventions for all lowest quartile students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Friday	1st	10/1/2018 - 5/25/2019	8:30 AM - 2:00 PM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	4th	10/1/2018 - 5/20/2019	8:30 AM - 2:00 PM
		-	-

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-18-19-1.pdf	October	None	10/24/2018
oct-18-SAC-SAF-meeting.pdf	October	Monitored	10/24/2018
SurveysReportPrint-PPE-Student.pdf	October	None	10/15/2018
SurveysReportPrint-PPE-STAFF.pdf	October	None	10/15/2018
SurveysReportPrint-PPE-Parent.pdf	October	None	10/15/2018
SAF-by-laws.pdf	October	SAF ByLaws	10/8/2018
18-19-SAC-ByLaws.pdf	October	SAC ByLaws	10/8/2018
Sept-17-18---SAC-SAF-meeting.pdf	October	SAC ByLaws	10/8/2018
PPE-SAF-calendar.pdf	September	None	9/4/2018

File Name	Meeting Month	Document Type	Uploaded Date
PPE-SAC-Calendar.pdf	September	None	9/4/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	393	72 of 210	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?

Math will be the focus for improving student achievement, specifically the performance of students in the lowest quartile and our ESE students. This area was chosen because of our FSA data.
The learning gains for all students decreased 3% points from 66% to 63% over the last 2 years. The learning gains for students in the lowest quartile incresed from 44% to 45% over the same period.

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 that will be implemented is BEST Practice 4. Scaling up BEST practices.
The BEST practices that will implement are
1. Spiraling
2. Small group instruction

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

Spiraling will be introduced in the 2nd quarter of the school year. It will be utilized in a 15 minute period each day that is outside the math block.
Teachers will use student data to create small groups and work with struggling students in small group each day. Teachers will use this time to reteach and provide remediation to students on standards they are weak in. ESE students will be pulled by a math resource teacher in a small group for remediation and re teaching based on data from Iready assessments.

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

I ready Checkpoint data for reading and math is collected 3 times per year
I ready Standards based mastery for reading is collectd weekly or biweekly

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

Students in the lowest quartile are pullled weekly for additonal support in either math or reading by resource teachers. These teachers provide remedation to students on standards that they are weak on based on assessment data
The data of these students are also monitored by the resource 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 are provided training in providing instruction to meet the needs of all students. Small group instruction and differentiated instruction are some of the strategies that teachers are using to ensure that they are meeting the needs of all students. Teachers are also presenting information to students in a variety of ways to ensure that they have multiple opportunities to gain mastery.

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

Teachers either have been trained or are being trained in Balanced Literacy (BAS and Responsive literacy)
They then work closely with the literacy coach who provides support by planning lessons, modeling lessons
and providing feedback to teachers.
Administration observes teachers as they implement the componets are also offer feedback.

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

Teachers are provided with a variety of informational texts for their classroom libraries to support instruction. Additionally, the students can access Newela, ReadWorks, ThinkCentral, Scholastic News, and Discovery Education Online.

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

We have a varirety of SEL programs and intiatives at Pembroke Pines Elementary
1. We participated in PEACE week activites
2. We participated in the "Start with Hello" initiative
3. Lations in Action from Apollo Middle School visit our campus weekly to mentor specific students
4. Students particpiate in morning Yoga weekly
5. We have peer counselors
6. We have a Pirate PALs program which pairs general education students with students with disabilities for social activities
7. We have the listener program on our campus

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Effective use of the math block, using small group instruction	Natasha Bell/Lisa Rodriguez	11/12/2018	1 teacher from grades 3-5 will attend a 2 day math training on small group instruction and bring back information to other teachers. Heidi Clay from Elementary Learning will visit classrooms to observe implementation and support teachers.	
Effective use of the math block, using small group instruction	Natasha Bell/Lisa Rodriguez	11/12/2018	1 teacher from grades 3-5 will attend a 2 day math training on small group instruction and bring back information to other teachers. Heidi Clay from Elementary Learning will visit classrooms to observe implementation and support teachers.	
Implementing spiraling	Natasha Bell/Lisa Rodriguez	10/22/2018		

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementing spiraling	Natasha Bell/Lisa Rodriguez	10/22/2018		

School Improvement Plan (SIP)

School Name   West Hollywood ES (0161)

School Year   2018 - 2019

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PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Specials PLC	Monday		8/24/2018 - 5/27/2019	2:25 PM - 3:10 PM	
Early Childhood PLC	Monday		8/8/2024 - 5/27/2019	2:25 PM - 3:10 PM	Pre K
To Be Determined Based on Data	Tuesday Wednesday		5/28/2019 - 5/29/2019	2:25 PM - 3:10 PM	4, 5
To Be Determined Based on Data	Monday Tuesday Wednesday Thursday		5/20/2019 - 5/23/2019	2:25 PM - 3:10 PM	K, 1, 2, 3
Math To Be Determined Based on Data	Monday Tuesday Wednesday		4/29/2019 - 5/12/2019	2:25 PM - 3:10 PM	3, 4, 5
Math To Be Determined Based on Data	Monday Tuesday Wednesday		4/22/2018 - 4/24/2019	2:25 PM - 3:10 PM	K, 1, 2

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Thinking Maps	Monday Tuesday Thursday		4/15/2019 - 4/18/2019	2:25 PM - 3:10 PM	3, 4, 5
Thinking Maps	Monday Tuesday Thursday		4/8/2019 - 4/11/2019	2:25 PM - 3:10 PM	K, 1, 2
Thinking Maps	Tuesday		3/12/2019 - 3/12/2019	2:25 PM - 3:10 PM	5
Thinking Maps	Monday Tuesday		3/4/2019 - 3/5/2019	2:25 PM - 3:10 PM	3, 4
Thinking Maps	Monday Tuesday Wednesday		2/25/2019 - 2/27/2019	2:25 PM - 3:10 PM	K, 1, 2
Data Carousel	Tuesday Wednesday		2/19/2018 - 2/20/2019	2:25 PM - 3:10 PM	4, 5
Data Workshop	Monday Tuesday Friday		2/11/2019 - 2/15/2019	2:25 PM - 3:10 PM	K, 1, 2, 3
Math Guided Small Group	Tuesday Wednesday Thursday		1/22/2019 - 1/24/2018	2:25 PM - 3:10 PM	K, 1, 2
Guided Math Workshop	Monday Tuesday Wednesday		1/14/2019 - 1/16/2019	2:25 PM - 3:10 PM	3, 4, 5
Guided Reading	Thursday Friday		1/10/2019 - 1/11/2019	8:10 AM - 3:10 PM	K, 1, 2, 3, 4, 5

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
BAS Carousel	Tuesday Wednesday Thursday		12/11/2018 - 12/13/2018	2:25 PM - 3:10 PM	K, 1, 2
Shared Read Aloud	Monday Tuesday Wednesday		12/3/2018 - 12/5/2018	2:25 PM - 3:10 PM	3, 4, 5
Shared Read Aloud	Monday Tuesday Wednesday		11/26/2018 - 11/28/2018	2:25 PM - 3:10 PM	K, 1, 2
Interactive Read Alouds	Tuesday Wednesday		10/13/2018 - 10/14/2018	2:25 PM - 3:10 PM	4, 5
TIFF V PD	Tuesday		11/6/2018 - 11/6/2018	8:10 AM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5
BAS, Keystones & Interactive Read Alouds	Monday Wednesday Thursday		11/5/2018 - Microsoft VBScript runtime error '800a0005' Invalid procedure call or argument: 'FormatDateTime' /ospa/school_sip_print.asp, line 203		