School Improvement Plan (SIP)

School Name   Beachside Montessori Village (2041)

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
Electives	Wednesday	1st3rd	9/1/2018 - 9/30/2019	12:00 PM - 1:00 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8
Social Studies 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
Science 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
Mathematics 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
Language Arts 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
4/5	Wednesday	1st3rd	9/30/2018 - 5/30/2019	1:05 PM - 2:05 PM	4, 5
2/3	Wednesday	1st3rd	9/1/2018 - 5/30/2019	10:50 AM - 11:50 AM	2, 3

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
K/1	Wednesday	1st3rd	10/2/2018 - 5/30/2019	9:45 AM - 10:45 AM	K, 1
Pre-Kindergarten	Monday	1st3rd	9/3/2018 - 5/30/2019	8:30 AM - 9:10 AM	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)						
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	74	8.10	0.00	0.00	5.40	0.00
01	73	4.10	0.00	0.00	11.00	1.40
02	72	4.20	0.00	0.00	4.20	0.00

			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	77	7.80	1.30	0.00	2.60	0.00
04	88	9.10	2.30	0.00	12.50	1.10
05	87	3.40	0.00	0.00	3.40	0.00
06	86	5.80	0.00	0.00	3.50	1.20
07	76	1.30	9.20	0.00	2.60	1.30
08	85	11.80	9.40	0.00	1.20	1.20

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

In order to address academic concerns in ELA and Math at BMV, the following have been implemented:
*A math special was continued for grades K-1to promote math fluency and a STEM special was created for grades 3-5.
*Intensive math and reading courses are established for upper school students.
*Students indicated as failing ELA and/or math and students scoring a Level 1 and 2 on the FSA receive extra instruction in his/her area of weakness.
*ELO offered to students predicted not proficient in reading and/or math as evidenced by the 2017-18 FSA as well as teacher input.
*Quarterly monitoring of all K-5 students' reading proficiency utilizing the school-based progress monitoring plan and common assessments.
*Data chats with all teachers and support staff/administration 4 times per year (aligned to the school-wide progress monitoring timeline) to target struggling students and discuss plans to remediate in the classroom and offer support outside the classroom.
*All students in grades kindergarten through eight not making behavioral, academic, or social progress will be referred to a grade level case manager to facilitate the RTI process.
*Twice a month the CPST/RTI meets to discuss student progress academically and behaviorally. Interventions available to assist in this progress are suggested, discussed, and altered.
*Montessori materials and hands-on manipulatives will be utilized to enhance the math and ELA curriculum.
*In order to provide rigor, enrichment, and remediation students in kindergarten through eighth grade will utilize the computer based programs including but not limited to Wordly Wise, IREADY, Achieve 3000 and Soar to Success.

*ELA teachers school-wide in grades two through eight are implementing the Core Connections writing strategies in order to align writing instruction with the rigor of the Language Arts Florida Standards (LAFS).

In order to address attendance concerns at BMV, the following has been implemented:
*In order to positively impact student achievement, increase daily average attendance, and decrease early sign-outs, BMV has created an attendance plan in alignment with Broward County's policies and procedures. Addressed in this plan are students with excessive absences, early sign-outs, and tardies.
*During the 2017-2018 school year, eighth grade students had the largest number of students with attendance below 90%.
*School social worker and guidance counselor are aware of students with excessive attendance concerns. They meet with parents and/or guardians in order to be proactive and offer assistance.

In order to address behavioral concerns at BMV, a school-wide behavior plan was created focusing on the Montessori values of "respect for self, respect for others, and respect for the environment." In order to involve parents in their child's growth socially, emotionally and educationally, Parent Universities addressing various topics will be presented at SAC monthly meetings.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Beachside-ES-3-5-Student-Results-(1).pdf		10/17/2018
Beachside-MS-6-8-Survey-Results.pdf		10/17/2018
Beachside-Parent-Survey.pdf		10/17/2018
Beachside-Staff-Survey-(2).pdf		10/17/2018

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
Beachside-Montessori-SAC-Membership.pdf	October	None	10/26/2018
SAF-Bylaws-BMV-(2).docx	October	SAF ByLaws	10/22/2018
2041_SAC_ByLaws-1-(2).doc	October	SAC ByLaws	10/15/2018
SACSign-inOct.10-2018.pdf	October	Monitored	10/15/2018
SACAgendaOct.10-2018.pdf	October	Monitored	10/15/2018
SACSAF-Dates-2018-19.pdf	October	Monitored	10/15/2018
SAFSign-inSept.12-2018.pdf	September	Monitored	10/10/2018
SAFMeetingAgendaSept.2018.pdf	September	Monitored	10/9/2018
SAC-May2018-minutes.pdf	September	Monitored	10/5/2018
SAC-Sept.2018-sign-in.pdf	September	Monitored	10/5/2018
SAC-agenda-Sept.2018.pdf	September	Monitored	10/5/2018

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
0	N/A				

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?

1) We chose math as the content area of focus for improving student achievement.
2) We will also choose an ELA goal in the area of text-based writing in all grades.

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?

1) We will use the RtI process to make sure the teaching and learning are applied to specific areas of weakness based on FSA reporting categories.
2) We will use best practice #1 PLC to help us improve teaching and learning in this area.

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

1) We will administer formative assessments reguarly(bi-weekly) and use the data to differentiate instruction based on individual student needs. We will monitor progress weekly in ensure grouping is fluid and continuous.
2) In PLC meetings we will break down the writing standards and choose a monthly prompt that every grade level will implement. During our PLC meetings we will also choose mentor texts to show each type of writing or author's craft.

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

1)I-Ready assessments(2-5th grade and 6-8th grade for students in regular and advanced math)
Go Math check points/chapter tests and intervention components when needed
Personal Math Trainer check points

2) Suppor staff and administration collects writing samples on a monthly basis to ensure the standards are being taught and that they are on track for improving text based writing.

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

1)We will hold quarterly data chats to review individual students.
Feedback from administration when reviewing data
2) We have writing conferences with students and give specific feedback on their writing, teachers pull them into smaller groups to help while also providing graphic organizers to help students not progressing.

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

1) Team(grade level) planning following the scope and sequence of the standards for each grade level and monitoring student success. Tier 2 and Tier 3 interventions will be implemented for those in need.
2) In our PLC meetings we bring best practices and samples of the writing from the previous month to make sure everyone uses what works.

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

1) Quartly data chats
Feedback from administation based on observations/walk throughs/review of plans
Reports from team meetings
2) PLC follows each team with requires samples from each class, quarterly data chats, observations both formal and informal, walkthrough, and samples turned into admin.

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?

1) We have supplemental magazines(resources) for each classroom
Our bookroom is filled with many of nonfiction text and nonfiction big books.
We have social studies leveled readers and class sets of novels.
2) Core instruction is Journeys/novel studies at K-5 and Novel studies and collections for 6-8.
supplemental and intervention include but not limited to: primary phonics, fundations, wilson, phonics for reading, journeys toolkit, write in reader for K-5
for 6-8 we have intensive reading classes which use impact, word wisdom

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

1) AND 2) Our curriculum is centered the Montessori Philosophy, which focuses on "respect self, respect other, respect the environment"
Areas of focus include:
practical life
sensorial
math
language
culture

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

1) and 2) All grade levels in elementary school have weekly community meetings
-identify problems
-analyzing situations
-solve the problem
-evaluate and reflect

School-wide assemblies for Upper School

School-wide "mindful" activities over the morning announcements to address self-awareness and social awareness
Examples include:
mediation
yoga
Libyrinth
Peace garden

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

1) and 2) To ensure self awareness and cultivate social awareness to build positive relationships

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Workshops/trainings in the area of text-based writing..ex= DBQ, core connections, in addition to PLC focusing on breaking down writing standards	Literacy coach, PLC facilitators, grade level teams	5/31/2019	DBQ, core connections	

School Improvement Plan (SIP)

School Name   Beachside Montessori Village (2041)

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
Electives	Wednesday	1st3rd	9/1/2018 - 9/30/2019	12:00 PM - 1:00 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8
Social Studies 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
Science 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
Mathematics 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
Language Arts 6-8	Wednesday	2nd4th	9/1/2018 - 5/30/2019	8:30 AM - 9:10 AM	6, 7, 8
4/5	Wednesday	1st3rd	9/30/2018 - 5/30/2019	1:05 PM - 2:05 PM	4, 5
2/3	Wednesday	1st3rd	9/1/2018 - 5/30/2019	10:50 AM - 11:50 AM	2, 3

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
K/1	Wednesday	1st3rd	10/2/2018 - 5/30/2019	9:45 AM - 10:45 AM	K, 1
Pre-Kindergarten	Monday	1st3rd	9/3/2018 - 5/30/2019	8:30 AM - 9:10 AM	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)						
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	74	8.10	0.00	0.00	5.40	0.00
01	73	4.10	0.00	0.00	11.00	1.40
02	72	4.20	0.00	0.00	4.20	0.00

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	77	7.80	1.30	0.00	2.60	0.00
04	88	9.10	2.30	0.00	12.50	1.10
05	87	3.40	0.00	0.00	3.40	0.00
06	86	5.80	0.00	0.00	3.50	1.20
07	76	1.30	9.20	0.00	2.60	1.30
08	85	11.80	9.40	0.00	1.20	1.20

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

In order to address academic concerns in ELA and Math at BMV, the following have been implemented:
*A math special was continued for grades K-1to promote math fluency and a STEM special was created for grades 3-5.
*Intensive math and reading courses are established for upper school students.
*Students indicated as failing ELA and/or math and students scoring a Level 1 and 2 on the FSA receive extra instruction in his/her area of weakness.
*ELO offered to students predicted not proficient in reading and/or math as evidenced by the 2017-18 FSA as well as teacher input.
*Quarterly monitoring of all K-5 students' reading proficiency utilizing the school-based progress monitoring plan and common assessments.
*Data chats with all teachers and support staff/administration 4 times per year (aligned to the school-wide progress monitoring timeline) to target struggling students and discuss plans to remediate in the classroom and offer support outside the classroom.
*All students in grades kindergarten through eight not making behavioral, academic, or social progress will be referred to a grade level case manager to facilitate the RTI process.
*Twice a month the CPST/RTI meets to discuss student progress academically and behaviorally. Interventions available to assist in this progress are suggested, discussed, and altered.
*Montessori materials and hands-on manipulatives will be utilized to enhance the math and ELA curriculum.
*In order to provide rigor, enrichment, and remediation students in kindergarten through eighth grade will utilize the computer based programs including but not limited to Wordly Wise, IREADY, Achieve 3000 and Soar to Success.

*ELA teachers school-wide in grades two through eight are implementing the Core Connections writing strategies in order to align writing instruction with the rigor of the Language Arts Florida Standards (LAFS).

In order to address attendance concerns at BMV, the following has been implemented:
*In order to positively impact student achievement, increase daily average attendance, and decrease early sign-outs, BMV has created an attendance plan in alignment with Broward County's policies and procedures. Addressed in this plan are students with excessive absences, early sign-outs, and tardies.
*During the 2017-2018 school year, eighth grade students had the largest number of students with attendance below 90%.
*School social worker and guidance counselor are aware of students with excessive attendance concerns. They meet with parents and/or guardians in order to be proactive and offer assistance.

In order to address behavioral concerns at BMV, a school-wide behavior plan was created focusing on the Montessori values of "respect for self, respect for others, and respect for the environment." In order to involve parents in their child's growth socially, emotionally and educationally, Parent Universities addressing various topics will be presented at SAC monthly meetings.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Beachside-ES-3-5-Student-Results-(1).pdf		10/17/2018
Beachside-MS-6-8-Survey-Results.pdf		10/17/2018
Beachside-Parent-Survey.pdf		10/17/2018
Beachside-Staff-Survey-(2).pdf		10/17/2018

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
Beachside-Montessori-SAC-Membership.pdf	October	None	10/26/2018
SAF-Bylaws-BMV-(2).docx	October	SAF ByLaws	10/22/2018
2041_SAC_ByLaws-1-(2).doc	October	SAC ByLaws	10/15/2018
SACSign-inOct.10-2018.pdf	October	Monitored	10/15/2018
SACAgendaOct.10-2018.pdf	October	Monitored	10/15/2018
SACSAF-Dates-2018-19.pdf	October	Monitored	10/15/2018
SAFSign-inSept.12-2018.pdf	September	Monitored	10/10/2018
SAFMeetingAgendaSept.2018.pdf	September	Monitored	10/9/2018
SAC-May2018-minutes.pdf	September	Monitored	10/5/2018
SAC-Sept.2018-sign-in.pdf	September	Monitored	10/5/2018
SAC-agenda-Sept.2018.pdf	September	Monitored	10/5/2018

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
0	N/A				

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?

1) We chose math as the content area of focus for improving student achievement.
2) We will also choose an ELA goal in the area of text-based writing in all grades.

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?

1) We will use the RtI process to make sure the teaching and learning are applied to specific areas of weakness based on FSA reporting categories.
2) We will use best practice #1 PLC to help us improve teaching and learning in this area.

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

1) We will administer formative assessments reguarly(bi-weekly) and use the data to differentiate instruction based on individual student needs. We will monitor progress weekly in ensure grouping is fluid and continuous.
2) In PLC meetings we will break down the writing standards and choose a monthly prompt that every grade level will implement. During our PLC meetings we will also choose mentor texts to show each type of writing or author's craft.

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

1)I-Ready assessments(2-5th grade and 6-8th grade for students in regular and advanced math)
Go Math check points/chapter tests and intervention components when needed
Personal Math Trainer check points

2) Suppor staff and administration collects writing samples on a monthly basis to ensure the standards are being taught and that they are on track for improving text based writing.

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

1)We will hold quarterly data chats to review individual students.
Feedback from administration when reviewing data
2) We have writing conferences with students and give specific feedback on their writing, teachers pull them into smaller groups to help while also providing graphic organizers to help students not progressing.

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

1) Team(grade level) planning following the scope and sequence of the standards for each grade level and monitoring student success. Tier 2 and Tier 3 interventions will be implemented for those in need.
2) In our PLC meetings we bring best practices and samples of the writing from the previous month to make sure everyone uses what works.

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

1) Quartly data chats
Feedback from administration based on observations/walk throughs/review of plans
Reports from team meetings
2) PLC follows each team with requires samples from each class, quarterly data chats, observations both formal and informal, walkthrough, and samples turned into admin.

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?

1) We have supplemental magazines(resources) for each classroom
Our bookroom is filled with many of nonfiction text and nonfiction big books.
We have social studies leveled readers and class sets of novels.
2) Core instruction is Journeys/novel studies at K-5 and Novel studies and collections for 6-8.
supplemental and intervention include but not limited to: primary phonics, fundations, wilson, phonics for reading, journeys toolkit, write in reader for K-5
for 6-8 we have intensive reading classes which use impact, word wisdom

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

1) AND 2) Our curriculum is centered the Montessori Philosophy, which focuses on "respect self, respect other, respect the environment"
Areas of focus include:
practical life
sensorial
math
language
culture

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

1) and 2) All grade levels in elementary school have weekly community meetings
-identify problems
-analyzing situations
-solve the problem
-evaluate and reflect

School-wide assemblies for Upper School

School-wide "mindful" activities over the morning announcements to address self-awareness and social awareness
Examples include:
mediation
yoga
Libyrinth
Peace garden

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

1) and 2) To ensure self awareness and cultivate social awareness to build positive relationships

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
Workshops/trainings in the area of text-based writing..ex= DBQ, core connections, in addition to PLC focusing on breaking down writing standards	Literacy coach, PLC facilitators, grade level teams	5/31/2019	DBQ, core connections	

School Improvement Plan (SIP)

School Name   Bennett ES (0201)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Implementing Thinking Maps PLCs	Monday Wednesday	1st3rd	8/20/2018 - 1/16/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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	60	21.70	0.00	0.00	20.00	10.00
01	50	20.00	0.00	0.00	38.00	6.00
02	54	14.80	1.90	0.00	14.80	3.70
03	62	14.50	3.20	0.00	35.50	8.10
04	53	13.20	1.90	0.00	39.60	3.80
05	74	18.90	1.40	0.00	33.80	4.10

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/20/2018 - 6/4/2019	8:30 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Dates.pdf	October	None	10/25/2018
Bennett-SAC-Composition-Report.pdf	October	None	10/25/2018
SAC-BY-LAWS.pdf	October	SAC ByLaws	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
2	336	88 of 137	3	109	217

Goals

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

Reading is the focus for improving school achievement because we ranked 88 out of 137 schools in our SES band.

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

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

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

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

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

The following data is collected:

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

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

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

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

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

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

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

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

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

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

Journeys (core)
I-Ready (supplemental program)
LLI, Phonics for Reading for intervention

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

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

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

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

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

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

Strategies & Activities

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

School Improvement Plan (SIP)

School Name   Chapel Trail ES (2961)

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, Reading, Writing, Science and Technologly	Tuesday	4th	8/14/2018 - 5/21/2019	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
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	127	9.40	0.00	0.00	19.70	2.40
01	130	10.80	0.00	0.00	18.50	2.30
02	120	10.80	0.00	0.00	15.00	5.00
03	147	7.50	0.00	0.00	10.90	1.40
04	150	3.30	0.70	0.00	5.30	0.70
05	149	4.00	0.00	0.00	10.70	0.70

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

Students identified through BASIS, BAS, iReady or teacher assessment in need of intervention are referred to CPST. The CPST team and the classroom teacher discuss early warning indicators and the need for additional assessments to identify learning gaps, and decide on an appropriate intervention based on student needs and the Decision Tree. Data is collected for a period of 6-8 weeks, the CPST reconvenes and student progress is monitored and shared with the parents. If insufficient progress is made, Tier 3 Intervention are implemented and again monitored in 6-8 weeks to determine if the student is making adequate progress toward their goal.

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 Thursday	2nd, 4th	9/11/2018 - 5/21/2019	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
CTE-SAF-Nov-sign-in-sheet.pdf	November	None	11/6/2018
CTE-SAF-Sept-sign-in-sheet.pdf	November	None	11/6/2018
Chapel-Trail-SAF-sign-in-10-2.pdf	October	SAF ByLaws	11/6/2018
20181105145736176.pdf	November	Monitored	11/6/2018
november-minutes.docx	November	Monitored	11/5/2018
document2018-10-18-080115.pdf	October	A+ Funds	11/5/2018
October-10-min.docx	October	A+ Funds	11/5/2018
Chapel-Trail-SAC-Committee-Membership.pdf	October	None	10/26/2018
2961_10242018_SAF-Bylaw-Template-(1).docx	October	SAF ByLaws	10/26/2018
Chapel-Trail-SAF-Meeting-Agenda--10-2.pdf	October	None	10/24/2018
document2018-10-23-130118.pdf	October	SAC ByLaws	10/23/2018

File Name	Meeting Month	Document Type	Uploaded Date
Dates-of-SAC-Meetings-for-2018.docx	October	Developed	10/22/2018
SAC-October-2018.pdf	October	Developed	10/18/2018
SAC-September-2018.pdf	October	Developed	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
7	491	22 of 119	-491	32	63

Goals

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

Our content focus area for improving student achievement will be in the area of Mathematics. The percentage of students scoring proficient in grades 3-5 on the FSA Mathematics assessment went from 82% proficient in 2016-2017 to 80% proficient in 2018. An analysis of our SES Band data reveals that Chapel Trail ranks 4th in the District and 12th in the State in percentage of students proficient in Mathematics. There are currently 5 percentage points separating Chapel Trail elementary from the elementary school in Broward with the highest percentage points.

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

- Teachers will be trained in using iReady Mathematics to diagnose student needs, create instructional groups, assign online instruction and monitor student growth.
- The lowest 30% of students will be provided with additional Mathematics intervention in a small group setting for 30 minutes daily.

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

- The school has invested resources to purchase iReady Mathematics fro all students in grade K-5. Students have completed their first diagnostic assessment in iReady and are working on their online instruction for the reccomendsed 45 minutes a week.
- Administration will meet with teachers during data chats to discuss diagnostic results and individual student typical and stretch goals.
- Teachers will assign Standards Mastery assessments on Uready to monitor student mastery of specific mathematics standards.
- Administration has identified the lowest 30%, according to FSA scores, in grades 4 and 5. In grade 4 there are 10 non-ESE students that scored a level 2 or lower and in 5th grade there are 9 non-ESE students. These students will receive an additional 30 minutes of pull out intensive intervention in Mathematics daily help fill learning gaps.
- ESE students will be provided mathematics intervention aligned to their IEP.
- The school will offer an afterschool FSA Mathematics Camp to our lowest 30% of students in grades 3-5

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

- Teachers at all grade levels must submit to administration monthly assessment data and standards taught.
- iReady Mathematics dtat is monitored for usage, lesson pass rate, and standards mastery.

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

- Administration reveiws clasroom data monthly.
- Students not making progress toward grade level goals are referred to CPST for review and intervention plan.

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 have been provided professional development in ELL Can-do Descriptors, ESE acccomodations and modifications, and Social Emotional Learning. During classroom walk-throughs, BAS data is used to plan differentiated instruction during Guided Reading lessons. Enrichment opportunities are provided to students working above grade level through the use of self-selected activities and deeper dive into individual standards and topics.

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

- Administartion conducts frequent classroom walk-throughs to monitor Tier 1 instruction.
- Grade level teams meet weekly to plan for instruction in each of the content area and ensure that all standards are taught throughout the year.
- The school's Literacy Coach meets with teachers to discuss best practices and provide support as needed.
- Classroom data is monitored monthly by the classroom ateacher and administration.

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

ELA K-5 : Journeys, TFK, iReady,
Mathematics K-5: Go Math Mathematics, iReady
Dual Language Classes K-5: Senteros, IStation
Grades 2-5: Newsela
Science K-5: Science A-Z, Stemscopes
Social Studies K-5: Read Aloud collections
Additional teacher created resources.
The school follows the Balanced Literacy Framework, the Fountas and Pinnel Continuum, and has a Resource Book Room with a variety of leveled readers in a variety of genre's.

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 begin the school year with a series of lesson plans revoling around classroom and school-wide Rules and Expectations. These plans, CTE (Cooperate at all time, Treat others with respect, Exceed expectations) focus on teaching students behavial expectations toward their teachers and peers in order to make the school a safe and inclusive community.
- The school's phychologist and guidance counselor conduct classroom lesson on Social Emotional Skills and have weekly groups of student sthey meet with to strengthen these skills.
- The school participates in the District's Start with Hello program to ensure that each student feels welcome and safe in their school community.
- The teachers conduct weekely"check-ins' with each student to foster a more interpersonal relationship with their students.
- The school has implemented a "Gator Pals" program in each classroom that pairs each ESE student with a classroom peer.

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

The school has developed a SEL plan that is implemented school-wide focusing on the five Social Emotional Learning competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making. The school guidance counselor and school psychologist conduct classroom lessons that reinforce these skills. In addition the school has a Kids of Kindness club that teaches the students about civil and citizen stewardship.

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

Our school-wide expectations as described in our school wide positive behavior plan , foster a school culture and learning environment where students feel safe and accepted. Students are provided with academic, behavioral , and social emotional support based on student individual needs through the CPST team.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers are implementing Balanced Literacy instruction within the ELA Reading block. Students are using iReady to help close learning gaps. The lowest 25% of students in grades 3-5 will be invited to FSA Reading camp.	Classroom Teachers, Literacy Coach, and Administration	6/1/2019	Selected teachers will participate in District/Cadre professional development focusing on the various components of Balanced Literacy instruction.	n/a
Teachers will implement iReady online instruction and monitor student mastery data. This information will be used to form instructional groups and to plan appropriate mathematics intervention lessons.	Classroom teachers, Literacy Coach and Administration.	6/1/2019	Teachers are provided with professional development on iReady program to include running reports and using the data to drive instruction.	appox. $8000

School Improvement Plan (SIP)

School Name Coral Springs K-8 (2551)

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
Literacy PLC	Tuesday	3rd	9/25/2018 - 4/16/2019	8:00 AM - 2:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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	73	19.20	2.70	0.00	31.50	9.60
01	97	22.70	5.20	0.00	38.10	14.40
02	97	20.60	5.20	0.00	38.10	10.30
03	116	20.70	4.30	0.00	32.80	6.00
04	94	21.30	2.10	0.00	33.00	9.60
05	105	14.30	5.70	0.00	37.10	8.60
06	47	8.50	8.50	6.40	27.70	8.50
07	30	0.00	13.30	6.70	43.30	13.30
08	23	13.00	8.70	0.00	47.80	8.70

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.

Coral Springs K-8 uses the following intervention strategies to improve the academic performance of student identified by the early warning system:

- Primary grades are using Leveled Literacy Intervention
- Push-in support from administration and specials teachers
- Academic camps
- Interventionist to work with students in the lowest quartile
- Acaletics for mathematics in grades 3-5

- iReady Toolbox
- USA Test Prep for grades 6-8
- SchoolCIty
- Differentiated Class Libraries

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	10/10/2018 - 6/4/2019	9:00 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.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Dates.pdf	October	None	11/2/2018
Coral-Springs-PK-8-SAC-Committee-Membership.pdf	November	None	11/1/2018
Bylaws.pdf	October	ByLaws	10/19/2018
Oct-16-upload.pdf	October	None	10/19/2018
Oct-2-upload.pdf	October	None	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

For the 2018 - 2019 school year, our focus for improving student achievement is in the area of Math. Our focus on Math is not just improving the amount of 3rd - 5th grade students score proficient on the FSA, but also closing the gap within the lowest 30%. When looking specifically at the Math data, the trend shows that across the board our weakest area comes within the area of data and measurement. As a leadership team, it was decided that this would be our school wide focus as a result of less than average results on the 2018 FSA.

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

During the 2018-2019 school year, we will have a variety of different best practices being implemented to improve teaching and learning to increase our Math data in the SES Band. Throughout the entire school we have implemented Bear Blitz allowing students to be exposed to content prior to teaching. We also use Acaletics as a resource to support instruction in the classroom. Focusing still on the different technology infused programs, school-wide students use I-Ready as a way to not only catch up on standards they are low in, but teachers are also expected to assign specific lessons based on areas the child deomonstrates a deficiency in math. Being able to differentiate allows teachers to assign one standard but on the grade level that is fit for that student. Besides a variety of computer based programs to help increase performance, we are focusing our PLCs for grades 3rd - 5th in Math.

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

Throughout the school year, there will be a variety of ways in how our BEST practices will be scaled up. First off, teachers will be expected to submit bi - weekly progress monitoring assessments of their lowest 25% in Math through I-Ready. Teachers will additionally have bi-weekly data chats with their lowest 30% and continue to track their students based on their I-Ready data.

Teachers will be provided professional development in math strategies through district based training. Addtionally, school based profesisonal development will be implemented on standards deconstruction. The leadership team will do walkthroughs to see what strategies and skills have been implemented since the training.

PLC groups will be implemented focusing on a all Math standards. Within the PLCs teachers will be highly encouraged to conduct coaching cycles to support the content and data discussed at the PLCs. An administrator or Coach will attend each PLC in grades 3-5, to monitor that teachers collaborate and share their best practices.

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

i-Ready school based data is collecte bi-weekly. Teachers will utilize form A as an instructional tool and assess form B for progress. Grade levels not achieving 50% or better will have re-teach and re-assess as needed.

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

We ensure fideliy through ongoing progress monitoring, data conversations, and classroom walkthroughs. Teachers submit daily schedules to be added to the academic playbook to ensure the schedule allows for remediation and enrichment opportunities.

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 ensure this by conducting daily classroom walkthroughs, monitoring daily schedules, strategically planning PLCs, and conducing bi - weekly data chats.

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

Through various data conversations, frequent progress monitoring, daily classroom walkthroughs and feedback 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?

Journeys is the core for reading and Go Math the core for math at each grade level. We use write in readers, phonics for reading, Super QAR all dependent on the needs of the students. For math we use the personal math trainer, go math resources, and IReady.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
FSA Camps, Pull-Out Support, ELO	Literacy Coach/Administration	5/31/2019	Secondary Learning ELA, Core Connections, District based opportunities	$1,500.00
ELO, Small Group Instruction, Pull-Out/Push - In Support, FSA Camp	Literacy Coach/Administration	5/31/2019	District based training, school based training, vendor training	$1,500.00

School Improvement Plan (SIP)

School Name   Coral Springs K-8 (2551)

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
Literacy PLC	Tuesday	3rd	9/25/2018 - 4/16/2019	8:00 AM - 2:30 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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	73	19.20	2.70	0.00	31.50	9.60
01	97	22.70	5.20	0.00	38.10	14.40
02	97	20.60	5.20	0.00	38.10	10.30
03	116	20.70	4.30	0.00	32.80	6.00
04	94	21.30	2.10	0.00	33.00	9.60
05	105	14.30	5.70	0.00	37.10	8.60
06	47	8.50	8.50	6.40	27.70	8.50
07	30	0.00	13.30	6.70	43.30	13.30
08	23	13.00	8.70	0.00	47.80	8.70

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.

Coral Springs K-8 uses the following intervention strategies to improve the academic performance of student identified by the early warning system:

- Primary grades are using Leveled Literacy Intervention
- Push-in support from administration and specials teachers
- Academic camps
- Interventionist to work with students in the lowest quartile
- Acaletics for mathematics in grades 3-5

- iReady Toolbox
- USA Test Prep for grades 6-8
- SchoolCIty
- Differentiated Class Libraries

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	10/10/2018 - 6/4/2019	9:00 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.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Dates.pdf	October	None	11/2/2018
Coral-Springs-PK-8-SAC-Committee-Membership.pdf	November	None	11/1/2018
Bylaws.pdf	October	ByLaws	10/19/2018
Oct-16-upload.pdf	October	None	10/19/2018
Oct-2-upload.pdf	October	None	10/19/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

For the 2018 - 2019 school year, our focus for improving student achievement is in the area of Math. Our focus on Math is not just improving the amount of 3rd - 5th grade students score proficient on the FSA, but also closing the gap within the lowest 30%. When looking specifically at the Math data, the trend shows that across the board our weakest area comes within the area of data and measurement. As a leadership team, it was decided that this would be our school wide focus as a result of less than average results on the 2018 FSA.

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

During the 2018-2019 school year, we will have a variety of different best practices being implemented to improve teaching and learning to increase our Math data in the SES Band. Throughout the entire school we have implemented Bear Blitz allowing students to be exposed to content prior to teaching. We also use Acaletics as a resource to support instruction in the classroom. Focusing still on the different technology infused programs, school-wide students use I-Ready as a way to not only catch up on standards they are low in, but teachers are also expected to assign specific lessons based on areas the child deomonstrates a deficiency in math. Being able to differentiate allows teachers to assign one standard but on the grade level that is fit for that student. Besides a variety of computer based programs to help increase performance, we are focusing our PLCs for grades 3rd - 5th in Math.

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

Throughout the school year, there will be a variety of ways in how our BEST practices will be scaled up. First off, teachers will be expected to submit bi - weekly progress monitoring assessments of their lowest 25% in Math through I-Ready. Teachers will additionally have bi-weekly data chats with their lowest 30% and continue to track their students based on their I-Ready data.

Teachers will be provided professional development in math strategies through district based training. Addtionally, school based profesisonal development will be implemented on standards deconstruction. The leadership team will do walkthroughs to see what strategies and skills have been implemented since the training.

PLC groups will be implemented focusing on a all Math standards. Within the PLCs teachers will be highly encouraged to conduct coaching cycles to support the content and data discussed at the PLCs. An administrator or Coach will attend each PLC in grades 3-5, to monitor that teachers collaborate and share their best practices.

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

i-Ready school based data is collecte bi-weekly. Teachers will utilize form A as an instructional tool and assess form B for progress. Grade levels not achieving 50% or better will have re-teach and re-assess as needed.

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

We ensure fideliy through ongoing progress monitoring, data conversations, and classroom walkthroughs. Teachers submit daily schedules to be added to the academic playbook to ensure the schedule allows for remediation and enrichment opportunities.

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 ensure this by conducting daily classroom walkthroughs, monitoring daily schedules, strategically planning PLCs, and conducing bi - weekly data chats.

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

Through various data conversations, frequent progress monitoring, daily classroom walkthroughs and feedback 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?

Journeys is the core for reading and Go Math the core for math at each grade level. We use write in readers, phonics for reading, Super QAR all dependent on the needs of the students. For math we use the personal math trainer, go math resources, and IReady.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
FSA Camps, Pull-Out Support, ELO	Literacy Coach/Administration	5/31/2019	Secondary Learning ELA, Core Connections, District based opportunities	$1,500.00
ELO, Small Group Instruction, Pull-Out/Push - In Support, FSA Camp	Literacy Coach/Administration	5/31/2019	District based training, school based training, vendor training	$1,500.00

School Improvement Plan (SIP)

School Name   Gulfstream Academy of Hallandale Beach K-8 (0131)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA/Math PreK 2018-2019 PLC	Monday Tuesday Wednesday Thursday	2nd4th	8/8/2018 - 5/15/2019	2:00 PM - 3:00 PM	Pre K
Grade Level and Special Content Area Professional Learning Communities	Wednesday	1st2nd3rd4th5th	8/29/2018 - 3/6/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8

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	161	18.00	0.00	0.00	60.90	9.90
01	189	16.40	0.00	0.00	47.60	10.60
02	187	15.00	0.50	0.00	57.80	9.60
03	197	18.80	1.00	0.00	26.90	5.10
04	208	14.40	1.90	0.00	23.60	6.70
05	168	11.30	3.00	0.00	31.50	6.50
06	210	6.20	26.70	8.60	33.80	14.30
07	196	5.60	29.60	1.50	32.70	15.80
08	197	15.70	21.80	7.10	25.90	15.70

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

Gulfstream Academy of Hallandale Beach K-8 uses the following startegies:
~ Ready Curriculum is being used as Core Curriculum in Grades 2-8
~ NEWSELA is being used in Grades 3-8
~ IReady 30- 60 minutes per week for all students in grades K-3
~ Reflex Math 3 days per week to progress monitor math fluency
~ Scholastic Book Room to provide teachers with materials to use during their guided reading groups for Grades K-5
~ Struggling students receive Leveled Literacy Instruction (LLI) in grades K-4

~ Inside Curriculum for Grades 6-8 for Reading
~ The Ready Tool Box Intervention is being used for Grades K-5 for Reading and Journey's Write in Readers
~ Teachers instruct students on their instructional level in small groups and double-dose the struggling students
~ Implementation of remediation in class, weekly by grade levels and departments
~ Afterschool and Saturday Tutoring for Grades 3-8
~ Behavior Plan/Contracts
~ Support from the guidance counseling for small groups for grief, anger management and study skills
~ Vocabulary.com from Grades 4-8

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/28/2018 - 5/23/2019	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.	

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-Compostion-Committee-Membership.html	October	None	11/5/2018
SAF-Sign-in-October.pdf	October	None	10/31/2018
SAF-Meeting-Agenda.docx	October	None	10/31/2018
SAC-Flyer-October.docx	October	None	10/31/2018
SAC-Sign-in-October.pdf	October	None	10/31/2018
SAC-Meeting-October-Minutes.docx	October	None	10/31/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-October-Agenda.docx	October	None	10/31/2018
SAF-Bylaw-2018-2019.docx	October	SAF ByLaws	10/31/2018
2018-2019-SAC_SAF-Parent-Nights-Schedule.docx	October	SAF ByLaws	10/25/2018
SAC-ByLaws-2018-2019.html	October	SAC ByLaws	10/25/2018
SAC-Meeting-Signin.docx	September	None	9/27/2018
SAC-September-Meeting-Minutes.docx	September	None	9/27/2018
SAC-Meeting-Agenda-September.docx	September	None	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
0	N/A				

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?

Gulfstream Acadeamy of Hallandale Beach will focus on improving literacy. This area was chosen because as children become mor porficent in literacy this will positively impact the other content areas 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?

Teachers take part in professional learning communities that are specifically focused on best practices to help increase student achievement. Also, the professional learning communities assist teachers in using the data from common assessments to drive instruction in their classrooms. Teachers in various content areas use reading stratagies to assist students in comprehending content area text.

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

All teachers have been trained on how to use BASIS to track the RTI process. They now understand the process of how to input strategies and eventually if needed how to put in the referral to discuss with the team moving a child to a different support tier. Specific times for interventions have been built into the daily schedule for the to remediate students that are on different tiers of support. Teachers have been made aware of various diagnostic assessments inside of the Benchmark Assessment System and iReady to assist them in making sure the students are given the proper interventions needed.

During professional learning communities teachers are assisted in using best proactices and strateigies to increase student acheivement. They are given the opportunity to be able to look at data from common assessments to specifically plans lessons to remediate or enrich student learning.

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

iReady diagnostics are given at the beginning of the year, the middle of the year, and the end of the year. Common assessments in all content areas at all grade levels are given every six weeks.

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

Students that are not making progress are given diagnostics to see what are the students need assitance in. Teachers then use strategies to assist the student and help fill in learning gaps. Students that need more assistance are moved to a different tier of support to give the students the level of support they need. Students are monitored to see of they are making or if they need additional support.

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

The school ensures the use of UDL in the classroom because teachers have the ability to do Flexible seating. Also the incorporation of teachnology so that all students are able to get to more information through the use of technology. Another important thing is making sure that we set achieveable goals for the classroom and for the students themselves. But we need to make sure that the goals are starting off small that way all students are able to obtain that goal. We also make sure that teachers give feedback to oru learners so that they get that deeper understanding and learning through their teaching.

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

Gulfstream Academy of Hallandale Beach professiona learning communities in the lower grades focuses on balanced literacy topics. Teachers are assisted in learning to create lesson plans for shared reading, interactive read alouds, and guided reading. Through classroom observations the we are able to see balanced literacy takes place 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?

K-5 uses Journeys for the core curriculum. Level Literacy Intervention (LLI), Fundations, and Phonics for Reading are interventions used to assist student learning. Teachers in in grades K-5 have Social Studies and Science libraries to assist them in making sure students have informational text to read and interact with. Reading classes in in grades 6-8 use the Inside reading series and iReady books. Languare Arts teachers use Collections as their core curriculum. Also, teachers at all grade levels have access to the Scholastic level readers to use to enhance instruction.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
We will be using I-readycomputer and paper based programs, NewsELA, Common formative assessments to help increase these scores.	ELA Department	5/30/2019	Teachers will participate in reading strategies trainings. Professional learning communities will give the teachers share best practices and use common formative to remediate or enrich student learning. Teachers work on learning and using the balanced literacy model and use the Literacy Continuum to assist them in creating goals for the students. LLI is used as an intervention to assist the students that are struggling in reading.	$2,500.00

School Improvement Plan (SIP)

School Name   Gulfstream Academy of Hallandale Beach K-8 (0131)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA/Math PreK 2018-2019 PLC	Monday Tuesday Wednesday Thursday	2nd4th	8/8/2018 - 5/15/2019	2:00 PM - 3:00 PM	Pre K
Grade Level and Special Content Area Professional Learning Communities	Wednesday	1st2nd3rd4th5th	8/29/2018 - 3/6/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8

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	161	18.00	0.00	0.00	60.90	9.90
01	189	16.40	0.00	0.00	47.60	10.60
02	187	15.00	0.50	0.00	57.80	9.60
03	197	18.80	1.00	0.00	26.90	5.10
04	208	14.40	1.90	0.00	23.60	6.70
05	168	11.30	3.00	0.00	31.50	6.50
06	210	6.20	26.70	8.60	33.80	14.30
07	196	5.60	29.60	1.50	32.70	15.80
08	197	15.70	21.80	7.10	25.90	15.70

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

Gulfstream Academy of Hallandale Beach K-8 uses the following startegies:
~ Ready Curriculum is being used as Core Curriculum in Grades 2-8
~ NEWSELA is being used in Grades 3-8
~ IReady 30- 60 minutes per week for all students in grades K-3
~ Reflex Math 3 days per week to progress monitor math fluency
~ Scholastic Book Room to provide teachers with materials to use during their guided reading groups for Grades K-5
~ Struggling students receive Leveled Literacy Instruction (LLI) in grades K-4

~ Inside Curriculum for Grades 6-8 for Reading
~ The Ready Tool Box Intervention is being used for Grades K-5 for Reading and Journey's Write in Readers
~ Teachers instruct students on their instructional level in small groups and double-dose the struggling students
~ Implementation of remediation in class, weekly by grade levels and departments
~ Afterschool and Saturday Tutoring for Grades 3-8
~ Behavior Plan/Contracts
~ Support from the guidance counseling for small groups for grief, anger management and study skills
~ Vocabulary.com from Grades 4-8

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/28/2018 - 5/23/2019	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.	

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-Compostion-Committee-Membership.html	October	None	11/5/2018
SAF-Sign-in-October.pdf	October	None	10/31/2018
SAF-Meeting-Agenda.docx	October	None	10/31/2018
SAC-Flyer-October.docx	October	None	10/31/2018
SAC-Sign-in-October.pdf	October	None	10/31/2018
SAC-Meeting-October-Minutes.docx	October	None	10/31/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-October-Agenda.docx	October	None	10/31/2018
SAF-Bylaw-2018-2019.docx	October	SAF ByLaws	10/31/2018
2018-2019-SAC_SAF-Parent-Nights-Schedule.docx	October	SAF ByLaws	10/25/2018
SAC-ByLaws-2018-2019.html	October	SAC ByLaws	10/25/2018
SAC-Meeting-Signin.docx	September	None	9/27/2018
SAC-September-Meeting-Minutes.docx	September	None	9/27/2018
SAC-Meeting-Agenda-September.docx	September	None	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
0	N/A				

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?

Gulfstream Acadeamy of Hallandale Beach will focus on improving literacy. This area was chosen because as children become mor porficent in literacy this will positively impact the other content areas 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?

Teachers take part in professional learning communities that are specifically focused on best practices to help increase student achievement. Also, the professional learning communities assist teachers in using the data from common assessments to drive instruction in their classrooms. Teachers in various content areas use reading stratagies to assist students in comprehending content area text.

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

All teachers have been trained on how to use BASIS to track the RTI process. They now understand the process of how to input strategies and eventually if needed how to put in the referral to discuss with the team moving a child to a different support tier. Specific times for interventions have been built into the daily schedule for the to remediate students that are on different tiers of support. Teachers have been made aware of various diagnostic assessments inside of the Benchmark Assessment System and iReady to assist them in making sure the students are given the proper interventions needed.

During professional learning communities teachers are assisted in using best proactices and strateigies to increase student acheivement. They are given the opportunity to be able to look at data from common assessments to specifically plans lessons to remediate or enrich student learning.

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

iReady diagnostics are given at the beginning of the year, the middle of the year, and the end of the year. Common assessments in all content areas at all grade levels are given every six weeks.

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

Students that are not making progress are given diagnostics to see what are the students need assitance in. Teachers then use strategies to assist the student and help fill in learning gaps. Students that need more assistance are moved to a different tier of support to give the students the level of support they need. Students are monitored to see of they are making or if they need additional support.

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

The school ensures the use of UDL in the classroom because teachers have the ability to do Flexible seating. Also the incorporation of teachnology so that all students are able to get to more information through the use of technology. Another important thing is making sure that we set achieveable goals for the classroom and for the students themselves. But we need to make sure that the goals are starting off small that way all students are able to obtain that goal. We also make sure that teachers give feedback to oru learners so that they get that deeper understanding and learning through their teaching.

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

Gulfstream Academy of Hallandale Beach professiona learning communities in the lower grades focuses on balanced literacy topics. Teachers are assisted in learning to create lesson plans for shared reading, interactive read alouds, and guided reading. Through classroom observations the we are able to see balanced literacy takes place 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?

K-5 uses Journeys for the core curriculum. Level Literacy Intervention (LLI), Fundations, and Phonics for Reading are interventions used to assist student learning. Teachers in in grades K-5 have Social Studies and Science libraries to assist them in making sure students have informational text to read and interact with. Reading classes in in grades 6-8 use the Inside reading series and iReady books. Languare Arts teachers use Collections as their core curriculum. Also, teachers at all grade levels have access to the Scholastic level readers to use to enhance instruction.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
We will be using I-readycomputer and paper based programs, NewsELA, Common formative assessments to help increase these scores.	ELA Department	5/30/2019	Teachers will participate in reading strategies trainings. Professional learning communities will give the teachers share best practices and use common formative to remediate or enrich student learning. Teachers work on learning and using the balanced literacy model and use the Literacy Continuum to assist them in creating goals for the students. LLI is used as an intervention to assist the students that are struggling in reading.	$2,500.00

School Improvement Plan (SIP)

School Name Hawkes Bluff ES (3131)

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
3131 ELA K-5 and ESE	Tuesday	2nd	9/11/2018 - 4/9/2019	2:15 AM - 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)

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	119	8.40	0.00	0.00	8.40	1.70
01	136	8.80	0.00	0.00	12.50	2.20
02	149	6.00	0.00	0.00	6.70	0.70
03	143	2.80	0.00	0.00	6.30	0.70
04	168	6.00	0.00	0.00	11.30	0.60
05	158	11.40	0.00	0.00	12.70	2.50

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 early warning system is identified in BASIS (attendance, mobility, FRL,). Intervention strategies include Direct Instruction, Differentiated Instruction, ESOL/ESE/IEP/504 accomodations, technology programs, teacher modeling, data chats, team and individual behavior plans, use of agenda book and small group instruction.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/21/2018 - 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
Hawkes-Bluff-SAC-Committee-Membership.pdf	October	None	10/31/2018
HBE-SAF-dates-and-bylaws.docx	September	Developed	10/29/2018
SAC-dates.html	October	Developed	10/29/2018
image2018-10-25-064553.pdf	September	SAC ByLaws	10/25/2018
SAF-Bylaw-18.docx	September	SAF ByLaws	10/25/2018
SAC-ByLaws2018.htm	September	SAC ByLaws	10/20/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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	427	70 of 96	-427	83	165

Goals

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

Based on our ELA FSA data, 59% of the students who took the FSA made learning gains in fourth and fifth grade. Improvement in ELA will support students in the areas of Math and Science.
Based on our Math FSA data 62% of the students who took the test made learning gains in fourth and fifth grade.
Based on our Science SSA 2.0 data 65% of our 5th grade students received a 3 or higher.
These areas were chosen based on a decrease in 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?

PLC's will be scaled up to focus on grade level data and to focus on disection and rigor of the Florida Standards.
Team Leaders will participate in district professional development on PLCs.
Vertical Committee meetings.
Data Anaylsis and more frequent progress monitoring.
Schoolwide assessment calendar.

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

Grade levels will disect their standards through PLCs, committee meetings, team meetings and professional development. Utilizing the PLC School Wide Agenda Form, standards will be discussed, best practices will be shared, and monitor progress.
Continue our remedial supplemental groups (LLI ,IR, Fundations) with a focus on progress monitoring and data analysis which will drive indtruction.
Utilizing BAS data and the Literacy Contiuum to select and guide reading goals throughout the ELA block.
Professional development - ELA: Small Guided Reading, DBQ, Differentiated Literacy Centers, Standards Based ELA training, BAS Calibration Math: Singapore Math, Personal Math Trainer. Standards Based Math,

Science: Intro. to Standards Based Elementary Science Curriculum. ESE: Support Facilitation Effective Inclusion.
SchoowideCHAMPS training.

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

BAS data is collected three times a year.
IReady diagnostic is administered 3 times a year.
Monthly PLCs
Data Chats every 6 weeks.
Biweekly Rti/CPST meeting
Go Math Chapter Tests
Personal Math Trainer
Fluency assessments
STEMscope Assessments

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

ELA: Small group instruction, reviewing BAS data to drive instruction, review selected reading goals.and prescribe iReady lessons, BSA data for grades 3-5.
Math: Small group instruction, Monitoring of fluency data, utilization of math chapter tests and Personal Math Trainter to remediate, enrich, and determine small groups, math journals with feedback, utilization of math manipulatives to take students from the concrete to the abstract.
Science: STEMScopes intervention activities, journaling with feedback,

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)?

Guided Reading groups is based on their BAS instructional levels.
Literacy Centers will be based on the students independent reading level.
During the math block teachers instruct using the CRA methodology. Students first learn math standards using concrete methods (concrete/manipulatives), then are given the opportunity to use model drawings(representational) and finally, exhibit mastery of the standards via alogorithims (abstract).
Grade levels will develop and utilize an assessment/progress monitoring calendar.
Schoolwide data reporting form will be used in data chats.

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

properly and effectively?

Through professional development and standards based training teachers will effectively implement Tier 1 Standards-Rased instruction.
Classroom walk-thrus by administration, literacy coach, and district personel.
Teachers will have designated days to facilitate PLC meetings, team meetings, and curriculum committee 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?

County adopted materials (Journeys, Go Math, Stemscopes, etc.) are the core materials.
In addition, supplemental materials include:
LLI (K-5), Wilson Fundations (K.1), Phonics for Reading (2,3), Intermediate Rewards (4,5), iReady Lafs (1-5), Scholastic News(peK-5), Storyworks (3-5), iReady online program(k-5), Read Works.org (1-5) , Newsela (1-5), Reading A-Z, Science A-Z (K-5), DBQ's (4,5), Literacy Continuum Guide (k-5), outdated guided reading books (k=5). CPALMS (k-5), and CANVAS (k-5).

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

All teachers have been trained via the county SEL brainshark.
SEL lessons from Sanford Harmony/Start with Hello.
Guidance Counselor works closely with teachers and students as a resource to meet their needs .

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

Implementation of the Say Hello Lessons, Schoolwide Student of the Month character education, student of the week at the classroom level, participation in the Citizen of the Month program through the local police department, CHAMPS helps to achieve positive goals, Peer Buddies work with special programs children, and the guidance counselor teaches social skills groups.

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

The school coordinates activities to promote character education traits. Teachers implement SEL lessons which include; violence prevention, anti-bullying, drug prevention, and school discipline. Our goal is to reduce problems in these areas to increase student achievement.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Supplemental reading groups, small guided reading groups, Utilization of the Literacy Continuum to select goals based on BAS data for guided reading groups, interactive read alouds, and shared reading.	Administration and Literacy Coach	6/5/2019	BAS trainings, Response to Interventions and BAS calibration	
District professional development in ELA	Administration and Literacy Coach	6/6/2019	Small Guided Reading, DBQ's, BAS, Balanced Literacy, ELA Writing	$5,169.38

School Improvement Plan (SIP)

School Name   Lakeside ES (3591)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

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

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	123	12.20	0.00	0.00	13.00	3.30
01	113	4.40	0.00	0.00	22.10	0.90
02	159	6.30	0.00	0.00	18.20	3.10
03	134	11.20	6.00	0.00	7.50	3.00
04	149	6.00	1.30	0.00	14.10	1.30
05	132	8.30	0.80	0.00	18.20	2.30

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/18/2018 - 5/21/2019	8:45 AM - 1:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
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_Bylaws_Lakeside.docx	October	ByLaws	10/29/2018
SAC-Dates.pdf	October	None	10/22/2018
SAF-Dates.pdf	October	None	10/22/2018
Lakeside_A_Plus_Docs.pdf	October	A+ Funds	10/1/2018
SAC_Sept2018.pdf	September	Developed	9/26/2018
SAC_Comp_2018.pdf	September	None	9/25/2018
SAC_ByLaws_2018.pdf	September	SAC ByLaws	9/25/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategies & Activities

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

School Improvement Plan (SIP)

School Name   North Lauderdale K-8 (2231)

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
	Tuesday Wednesday	1st2nd3rd4th	9/11/2018 - 5/29/2019	2:10 PM - 3:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8

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	111	28.80	0.00	0.00	15.30	8.10
01	100	16.00	0.00	0.00	28.00	5.00
02	103	30.10	0.00	0.00	29.10	11.70
03	126	15.90	1.60	0.00	22.20	3.20
04	104	17.30	1.90	0.00	31.70	6.70
05	96	11.50	2.10	0.00	40.60	4.20
06	47	6.40	2.10	21.30	42.60	17.00
07	25	0.00	8.00	28.00	44.00	20.00
08	22	0.00	9.10	22.70	27.30	18.20

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.

Based on our school's most recent i-Ready Diagnostic 40%(272) of students are working 2 or more levels below their grade. These students are at risk students and required Tier 3 interventions. 45%(306) students are working 1 level below and are in need of Tier 2 interventions. Only 15%(101) are working at or above grade level.

In Kindergarten only 17% are working at or above grade level. 83%(74) of students need Tier 2 Interventions. All students in kindergarten will receive instruction in Fundations for the first 30 minutes of the day. Our school goal for this grade level is by the end of November all students are expected to master Letter/Names and

Letter/Sounds. Students who have not met the quarterly criteria for Letter/Names and Letter/Sounds, as well as the Benchmark Assessment System (BAS), will be brought up to RTI.

In first grade, only 11%(12) are working at or above grade level. 71%(75) identified at a Tier 2 level or working one grade below grade. 17%(18) are identified as Tier 3 or working 3 or more grades below.

In second grade only 14%(12) are working at or above grade level. 41%(36) are working at Tier 2 (1 grade below) and 45%(39) is working at Tier 3 (2 or more grade below). This indicates that there is a Tier 1 problem and for this reason, students will receive Phonics for Reading for 30 minutes a day. Students who do not respond to this program will be presented during the RTI process.

Sixty-two percent of 3rd-grade students (63) are performing 2 or more grades below. 22%(22) of students in third grade are working at or above grade level. 17%(17) are identified as Tier 2 students working only one grade level below. Third-grade students will WALK TO READ every day for the first 30 minutes of the day to work on phonics. The remaining students who are proficient and/or not in need of phonics will work with the Literacy Coach to improve on vocabulary and comprehension skills using Super QAR, Vocabulary.com and iReady. This intervention will take place for 10 weeks and monitored for effectiveness through ongoing progress monitoring checkpoints.

In the fifth grade 48%(46) of students are working two or more grades below the level (Tier 3). 37%(35) are at a Tier 2 Level and only 12%(12) students are working at or above grade level. Students in fifth grade (except for one class which house our ESOL students in a self contained classroom with only one teacher for the entire day) rotate between 4 teachers to receive instruction in one specific content area. One teacher teaches math to all 5th graders, another teachers only science to all students, and another teachers ELA. Students are grouped by ability so that classes that need the additional support recieves the assistance.

In the sixth grade, 71%(31) students are on a Tier 3 level. 20%(9) students are working at Tier 2 and only 9% (4) students are working at or above grade level.
In the seventh grade, 67%(22) students are on a Tier 3 level. 15%(5) students are working 1 level below (Tier 2) and 18%(6) students are working at or above grade level.
In the eighth grade, 76%(16) students are on a Tier 3 level. 5%(1) student is one level below (Tier 2) and 19% (4) students are working at or above grade level.
Our school assistant principal has created block scheduling for all middle school class. This way students who fall in the lowest 25% quartile receives an additional block of reading support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 6/30/2018	8:30 AM - 12:30 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
NL-SAC-Composition-10-31.pdf	October	None	10/31/2018
North-Lauderdale-PK-8-Collaborative-Visit-102918.pdf	October	None	10/31/2018
NL-SAC-&-SAF-Sign-Ins-for-Oct..pdf-2.pdf	October	None	10/25/2018
NL-SAC-Bylaws-2018-19.pdf	October	SAC ByLaws	10/25/2018
NL-SAC-Sign-In-Sept..pdf	October	None	10/25/2018
SAF-Bylaw-NL-2018-2019-PDF.pdf	October	SAF ByLaws	10/25/2018
SAC-Composition-Program-2018-19.pdf	October	None	10/25/2018
SAC-Meeting-Mins-&-Agenda-Sept-12-Rev-PDF.pdf	October	Developed	10/25/2018
SAF-Meeting-Mins-&-Agenda-OCT-PDF.docx	October	SAF ByLaws	10/25/2018
SAC-Meeting-Mins-&-Agenda-OCT-18-PDF.pdf	October	SAC ByLaws	10/25/2018
NL-SAC-SAF-Parent-Activity-Meetings-2018-(2).docx	October	Monitored	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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?

-FSA ELA Achievement -2016 (38%), 2017 (40%), 2018 (43%), **2019 (+48%)/** +3 points
To improve on our ELA proficiency target we are focusing on improving the Balanced Literacy block. Teachers will plan standards based aligned curriculum beginning with Interactive Read Alouds, Anchor Charts, Shared Reading and Writing,

-FSA Mathematics Achievement -2016 (48%), 2017 (50%), 2018 (50%), **2019 (+55%)/** +0 points
In grades 3-5 we are focusing on using the Acaletics program with true fidelity. Teachers work on the Quick Pics for 30 minutes a day before math instruction. During monthly Scrimmage Check Points teachers meet during weekly PLC meetings to engage in WISE (Weekly Instructional Exchange Sessions) where we perform item analysis to identify remediation targets for the next five days of instruction. We understand that in order for data to work effectively it must be shared within 48 hours and teachers provided with test in hand analysis of the assessment used.

-FCAT Science- 2016 (22%), 2017 (26%), 2018 (33%), **2019 (+38%)/** +7 points
This year the fifth grade team is departmentalized similar to the middle school block scheduling. All students work with one teacher who teaches science on the grade level. This teacher has attended the Stemscopes/Science A-Z Cadre 10 training and also has trained all team leaders and the leadership team. Using the hands-on resources provided by Stemscopes, the district's CANVAS Elementary Learning site, and the 5E Lesson Plan template teachers are able to plan for standards based aligned instruction. Students are also progressed monitored through SchoolCity assessments.

-ELA Learning Gains- 2016 (54%), 2017 (38%), 2018 (54%), **2019 (+59%)/** +16 points
-Math Learning Gains- 2016 (59%), 2017 (52%), 2018 (45%), **2019 (+50%)/** -7 points
-ELA Learning Gains Lowest 25%- 2016 (53%), 2017 (32%), 2018 (55%) **2019 (+60%)/** +23 points
-Math Learning Gains Lowest 25%- 2016 (52%), 2017 (26%), 2018 (33%), **2019 (+38%)/** 0 points
We have identified students based on how many points they would need to count for learning gains. Students know who they are and know their goals/targets. Students track their progress regularly and conference with teachers. We are ensuring students are working on the i-Ready program for at least 60 minutes a week and have designed an At-Home Tracking Plan for usage. These students are rewarded monthly for meeting i-Ready minutes of 1 hour or more each week on math and reading.

-Social Studies Achievement- 2016 (78%), 2017 (57%), 2018 (47%), **2019 (+57%)/** -10 points
-Middle Acceleration- 2016 (N/A), 2017 (N/A), 2018 (73%), **2019 (+78%)/** -5 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 are having weekly scheduled PLCs where we will continue to analyze student data to plan next step actions. Teachers and support staff have already identified students who have met proficiency as measured by the 2017-2018 FSA ELA, Math, Science, and Social Studies scores and those who are close to proficiency. They have also determined how many points students need to make learning gains. Also, we have identified students who are on the bottom 25% in both subject areas.

We have scaled of BEST practices in the area of i-Ready usage

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

This year we are focusing in the following 3 areas; PLCs, i-Ready and Student Tracking of Data.

We have decided to improve on the Professional Learning Committees (PLCs) we provide to our staff at North Lauderdale. All teachers in grades K-2nd meeting on Tuesdays and grades 3-8th grade teachers. Teachers in grade 3-8th are departmentalized. All math subject teachers meet with the Math Coach for PLCs and all the teachers who teach literacy meet together. The teachers meet to analyze data, plan next-step actions for teaching and learning, and revisit plan of action to determine effectiveness.

Also, we are using the i-Ready program to teach and assess student learning. The i-Ready Intervention Screener Report shows that 40%(272) of students are at risk for Tier 3 (performing 2 or more levels below current grade), 45%(306) of students are at Tier 2 (1 level below), and only 15%(101) of students are working on or above grade level.
Plan of Action

1. Ensure that students are on the i-Ready program for reading and math at least 45 minutes a week for each subject.
2. Use the i-Ready Teacher Tool Box to plan standard aligned instruction for both whole group and small group teaching.
3. Utilize the i-Ready Standards Mastery Form A and Form B assessments to track student progress towards mastery of standards.
4. Utilize the i-Ready Standards Mastery assessments to examine test questions in hand to reteach and enrich student learning before administering Form B.
5. Create specified student instructional groups to identify targeted instruction/interventions.

Finally, we are working to improve individual student buy-in in tracking their own data. Through regularly scheduled teacher-student conferencing, students will be able to monitor, chart and reflect on their progress. We understand that when students are able to track their own learning that they can make an increase of 34%. Students will also reflect on learning using the Learning Goals and Performance Scales where students reflect on their pre-learning score as compared to their post learning rating. When teachers set goals and objectives and help students to identify where they fall in the LGPS students can make an increase of 25%.

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

The data used as a school-level to progress monitor are the following:
Quarterly Assessments- Benchmark Assessment System (BAS), i-Ready Diagnostics 1, 2, and 3,
i-Ready Standards Mastery- Used to monitor students on Common Formative Assessments performed every 3 weeks
SchoolCity Assessments- Also used to progress monitor student performance on standard specific areas in math and reading.
Acaletics Scrimmage- Used on a monthly basis to monitor student performance on math specific standards. The goal is for students to make a 10% increase each month as they are assessed on the same 50 test items in October through April.
In kindergarten students are assessed on the Letter Names and Letter Sounds four times a year.

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

Students who are not progressing towards district goals are presented in RTI. Once we have ensured that Tier 1 instruction have been implemented with fidelity and ruled out as a process, we ensure that a Tier 2 and/or Tier 3 intervention is added to support the learner. If neither of the Tier interventions have shown that the students is making adequate progress then the student is further evaluated to determine if there is a learning disability.

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)?

Students in the intermediate grade levels have access to laptops at a 1-to-1 ratio.

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

Teachers in K-3 follow the Balanced Literacy ACE-It teaching framework. This template identifies specific areas of the reading block for planning such as the Interactive Read Aloud resource, standards being covered, whole group and small group resources, and center activities.
Teachers have received the Look-Fors for a Balanced Literacy Block and use this to plan for the literacy block.

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 text that our school have decided to use is the i-Ready LAFS for all grade levels in the area of literacy. For math all teachers use Go Math. In addition to GO Math, teachers in the intermediate grade levels use the i-Ready MAFS textbooks.

Also, all teachers have access to the Scholastic's A-Z Book room. These books are used in small groups to plan instructional level support to students. The intervention resources used are the following; Phonics for Reading and i-Ready Teacher Tool Box and Lesson Plans for Student Domain Profile Groups.

Students in the middle school grade levels also use i-Ready, LAFS and MAFS, GO MATH, and INSIGHT.

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

Our school counselor has been working with students to improve on character development skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Phonics Instruction	School Leadership Team	6/3/2019	Phonics for Reading	$13,000.00

School Improvement Plan (SIP)

School Name   North Lauderdale K-8 (2231)

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
	Tuesday Wednesday	1st2nd3rd4th	9/11/2018 - 5/29/2019	2:10 PM - 3:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8

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	111	28.80	0.00	0.00	15.30	8.10
01	100	16.00	0.00	0.00	28.00	5.00
02	103	30.10	0.00	0.00	29.10	11.70
03	126	15.90	1.60	0.00	22.20	3.20
04	104	17.30	1.90	0.00	31.70	6.70
05	96	11.50	2.10	0.00	40.60	4.20
06	47	6.40	2.10	21.30	42.60	17.00
07	25	0.00	8.00	28.00	44.00	20.00
08	22	0.00	9.10	22.70	27.30	18.20

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

Based on our school's most recent i-Ready Diagnostic 40%(272) of students are working 2 or more levels below their grade. These students are at risk students and required Tier 3 interventions. 45%(306) students are working 1 level below and are in need of Tier 2 interventions. Only 15%(101) are working at or above grade level.

In Kindergarten only 17% are working at or above grade level. 83%(74) of students need Tier 2 Interventions. All students in kindergarten will receive instruction in Fundations for the first 30 minutes of the day. Our school goal for this grade level is by the end of November all students are expected to master Letter/Names and

Letter/Sounds. Students who have not met the quarterly criteria for Letter/Names and Letter/Sounds, as well as the Benchmark Assessment System (BAS), will be brought up to RTI.

In first grade, only 11%(12) are working at or above grade level. 71%(75) identified at a Tier 2 level or working one grade below grade. 17%(18) are identified as Tier 3 or working 3 or more grades below.

In second grade only 14%(12) are working at or above grade level. 41%(36) are working at Tier 2 (1 grade below) and 45%(39) is working at Tier 3 (2 or more grade below). This indicates that there is a Tier 1 problem and for this reason, students will receive Phonics for Reading for 30 minutes a day. Students who do not respond to this program will be presented during the RTI process.

Sixty-two percent of 3rd-grade students (63) are performing 2 or more grades below. 22%(22) of students in third grade are working at or above grade level. 17%(17) are identified as Tier 2 students working only one grade level below. Third-grade students will WALK TO READ every day for the first 30 minutes of the day to work on phonics. The remaining students who are proficient and/or not in need of phonics will work with the Literacy Coach to improve on vocabulary and comprehension skills using Super QAR, Vocabulary.com and iReady. This intervention will take place for 10 weeks and monitored for effectiveness through ongoing progress monitoring checkpoints.

In the fifth grade 48%(46) of students are working two or more grades below the level (Tier 3). 37%(35) are at a Tier 2 Level and only 12%(12) students are working at or above grade level. Students in fifth grade (except for one class which house our ESOL students in a self contained classroom with only one teacher for the entire day) rotate between 4 teachers to receive instruction in one specific content area. One teacher teaches math to all 5th graders, another teachers only science to all students, and another teachers ELA. Students are grouped by ability so that classes that need the additional support recieves the assistance.

In the sixth grade, 71%(31) students are on a Tier 3 level. 20%(9) students are working at Tier 2 and only 9% (4) students are working at or above grade level.
In the seventh grade, 67%(22) students are on a Tier 3 level. 15%(5) students are working 1 level below (Tier 2) and 18%(6) students are working at or above grade level.
In the eighth grade, 76%(16) students are on a Tier 3 level. 5%(1) student is one level below (Tier 2) and 19% (4) students are working at or above grade level.
Our school assistant principal has created block scheduling for all middle school class. This way students who fall in the lowest 25% quartile receives an additional block of reading support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/11/2018 - 6/30/2018	8:30 AM - 12:30 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
NL-SAC-Composition-10-31.pdf	October	None	10/31/2018
North-Lauderdale-PK-8-Collaborative-Visit-102918.pdf	October	None	10/31/2018
NL-SAC-&-SAF-Sign-Ins-for-Oct..pdf-2.pdf	October	None	10/25/2018
NL-SAC-Bylaws-2018-19.pdf	October	SAC ByLaws	10/25/2018
NL-SAC-Sign-In-Sept..pdf	October	None	10/25/2018
SAF-Bylaw-NL-2018-2019-PDF.pdf	October	SAF ByLaws	10/25/2018
SAC-Composition-Program-2018-19.pdf	October	None	10/25/2018
SAC-Meeting-Mins-&-Agenda-Sept-12-Rev-PDF.pdf	October	Developed	10/25/2018
SAF-Meeting-Mins-&-Agenda-OCT-PDF.docx	October	SAF ByLaws	10/25/2018
SAC-Meeting-Mins-&-Agenda-OCT-18-PDF.pdf	October	SAC ByLaws	10/25/2018
NL-SAC-SAF-Parent-Activity-Meetings-2018-(2).docx	October	Monitored	10/18/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

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?

-FSA ELA Achievement -2016 (38%), 2017 (40%), 2018 (43%), **2019 (+48%)/** +3 points
To improve on our ELA proficiency target we are focusing on improving the Balanced Literacy block. Teachers will plan standards based aligned curriculum beginning with Interactive Read Alouds, Anchor Charts, Shared Reading and Writing,

-FSA Mathematics Achievement -2016 (48%), 2017 (50%), 2018 (50%), **2019 (+55%)/** +0 points
In grades 3-5 we are focusing on using the Acaletics program with true fidelity. Teachers work on the Quick Pics for 30 minutes a day before math instruction. During monthly Scrimmage Check Points teachers meet during weekly PLC meetings to engage in WISE (Weekly Instructional Exchange Sessions) where we perform item analysis to identify remediation targets for the next five days of instruction. We understand that in order for data to work effectively it must be shared within 48 hours and teachers provided with test in hand analysis of the assessment used.

-FCAT Science- 2016 (22%), 2017 (26%), 2018 (33%), **2019 (+38%)/** +7 points
This year the fifth grade team is departmentalized similar to the middle school block scheduling. All students work with one teacher who teaches science on the grade level. This teacher has attended the Stemscopes/Science A-Z Cadre 10 training and also has trained all team leaders and the leadership team. Using the hands-on resources provided by Stemscopes, the district's CANVAS Elementary Learning site, and the 5E Lesson Plan template teachers are able to plan for standards based aligned instruction. Students are also progressed monitored through SchoolCity assessments.

-ELA Learning Gains- 2016 (54%), 2017 (38%), 2018 (54%), **2019 (+59%)/** +16 points
-Math Learning Gains- 2016 (59%), 2017 (52%), 2018 (45%), **2019 (+50%)/** -7 points
-ELA Learning Gains Lowest 25%- 2016 (53%), 2017 (32%), 2018 (55%) **2019 (+60%)/** +23 points
-Math Learning Gains Lowest 25%- 2016 (52%), 2017 (26%), 2018 (33%), **2019 (+38%)/** 0 points
We have identified students based on how many points they would need to count for learning gains. Students know who they are and know their goals/targets. Students track their progress regularly and conference with teachers. We are ensuring students are working on the i-Ready program for at least 60 minutes a week and have designed an At-Home Tracking Plan for usage. These students are rewarded monthly for meeting i-Ready minutes of 1 hour or more each week on math and reading.

-Social Studies Achievement- 2016 (78%), 2017 (57%), 2018 (47%), **2019 (+57%)/** -10 points
-Middle Acceleration- 2016 (N/A), 2017 (N/A), 2018 (73%), **2019 (+78%)/** -5 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 are having weekly scheduled PLCs where we will continue to analyze student data to plan next step actions. Teachers and support staff have already identified students who have met proficiency as measured by the 2017-2018 FSA ELA, Math, Science, and Social Studies scores and those who are close to proficiency. They have also determined how many points students need to make learning gains. Also, we have identified students who are on the bottom 25% in both subject areas.

We have scaled of BEST practices in the area of i-Ready usage

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

This year we are focusing in the following 3 areas; PLCs, i-Ready and Student Tracking of Data.

We have decided to improve on the Professional Learning Committees (PLCs) we provide to our staff at North Lauderdale. All teachers in grades K-2nd meeting on Tuesdays and grades 3-8th grade teachers. Teachers in grade 3-8th are departmentalized. All math subject teachers meet with the Math Coach for PLCs and all the teachers who teach literacy meet together. The teachers meet to analyze data, plan next-step actions for teaching and learning, and revisit plan of action to determine effectiveness.

Also, we are using the i-Ready program to teach and assess student learning. The i-Ready Intervention Screener Report shows that 40%(272) of students are at risk for Tier 3 (performing 2 or more levels below current grade), 45%(306) of students are at Tier 2 (1 level below), and only 15%(101) of students are working on or above grade level.
Plan of Action

1. Ensure that students are on the i-Ready program for reading and math at least 45 minutes a week for each subject.
2. Use the i-Ready Teacher Tool Box to plan standard aligned instruction for both whole group and small group teaching.
3. Utilize the i-Ready Standards Mastery Form A and Form B assessments to track student progress towards mastery of standards.
4. Utilize the i-Ready Standards Mastery assessments to examine test questions in hand to reteach and enrich student learning before administering Form B.
5. Create specified student instructional groups to identify targeted instruction/interventions.

Finally, we are working to improve individual student buy-in in tracking their own data. Through regularly scheduled teacher-student conferencing, students will be able to monitor, chart and reflect on their progress. We understand that when students are able to track their own learning that they can make an increase of 34%. Students will also reflect on learning using the Learning Goals and Performance Scales where students reflect on their pre-learning score as compared to their post learning rating. When teachers set goals and objectives and help students to identify where they fall in the LGPS students can make an increase of 25%.

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

The data used as a school-level to progress monitor are the following:
Quarterly Assessments- Benchmark Assessment System (BAS), i-Ready Diagnostics 1, 2, and 3,
i-Ready Standards Mastery- Used to monitor students on Common Formative Assessments performed every 3 weeks
SchoolCity Assessments- Also used to progress monitor student performance on standard specific areas in math and reading.
Acaletics Scrimmage- Used on a monthly basis to monitor student performance on math specific standards. The goal is for students to make a 10% increase each month as they are assessed on the same 50 test items in October through April.
In kindergarten students are assessed on the Letter Names and Letter Sounds four times a year.

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

Students who are not progressing towards district goals are presented in RTI. Once we have ensured that Tier 1 instruction have been implemented with fidelity and ruled out as a process, we ensure that a Tier 2 and/or Tier 3 intervention is added to support the learner. If neither of the Tier interventions have shown that the students is making adequate progress then the student is further evaluated to determine if there is a learning disability.

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)?

Students in the intermediate grade levels have access to laptops at a 1-to-1 ratio.

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

Teachers in K-3 follow the Balanced Literacy ACE-It teaching framework. This template identifies specific areas of the reading block for planning such as the Interactive Read Aloud resource, standards being covered, whole group and small group resources, and center activities.
Teachers have received the Look-Fors for a Balanced Literacy Block and use this to plan for the literacy block.

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 text that our school have decided to use is the i-Ready LAFS for all grade levels in the area of literacy. For math all teachers use Go Math. In addition to GO Math, teachers in the intermediate grade levels use the i-Ready MAFS textbooks.
Also, all teachers have access to the Scholastic's A-Z Book room. These books are used in small groups to plan instructional level support to students. The intervention resources used are the following; Phonics for Reading and i-Ready Teacher Tool Box and Lesson Plans for Student Domain Profile Groups.
Students in the middle school grade levels also use i-Ready, LAFS and MAFS, GO MATH, and INSIGHT.

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

Our school counselor has been working with students to improve on character development skills.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Phonics Instruction	School Leadership Team	6/3/2019	Phonics for Reading	$13,000.00

School Improvement Plan (SIP)

School Name North Side ES (0041)

School Year 2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Fifth Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	5
Fourth Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	4
Third Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	3
Second Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	2
First Grade ELA	Tuesday Thursday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	1
Kindergarten ELA	Wednesday	2nd4th	8/22/2018 - 5/22/2019	3:15 PM - 4:00 PM	K

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2017-2018 (Last updated: 7/18/2018)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	72	16.70	1.40	0.00	26.40	8.30
01	74	12.20	4.10	0.00	39.20	8.10
02	72	20.80	2.80	0.00	23.60	8.30
03	67	13.40	3.00	0.00	40.30	9.00
04	72	15.30	2.80	0.00	45.80	8.30
05	60	10.00	0.00	0.00	53.30	5.00

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

Based on our school's most recent i-Ready Diagnostic 40%(272) of students are working 2 or more levels below their grade. These students are at risk students and required Tier 3 interventions. 45%(306) students are working 1 level below and are in need of Tier 2 interventions. Only 15%(101) are working at or above grade level.

In Kindergarten only 17% are working at or above grade level. 83%(74) of students need Tier 2 Interventions. All students in kindergarten will receive instruction in Fundations for the first 30 minutes of the day. Our school goal for this grade level is by the end of November all students are expected to master Letter/Names and Letter/Sounds. Students who have not met the quarterly criteria for Letter/Names and Letter/Sounds, as well as the Benchmark Assessment System (BAS), will be brought up to RTI.

In first grade, only 11%(12) are working at or above grade level. 71%(75) identified at a Tier 2 level or working one grade below grade. 17%(18) are identified as Tier 3 or working 3 or more grades below.

In second grade only 14%(12) are working at or above grade level. 41%(36) are working at Tier 2 (1 grade below) and 45%(39) is working at Tier 3 (2 or more grade below). This indicates that there is a Tier 1 problem and for this reason, students will receive Phonics for Reading for 30 minutes a day. Students who do not respond to this program will be presented during the RTI process.

Sixty-two percent of 3rd-grade students (63) are performing 2 or more grades below. 22%(22) of students in third grade are working at or above grade level. 17%(17) are identified as Tier 2 students working only one grade level below. Third-grade students will WALK TO READ every day for the first 30 minutes of the day to work on phonics. The remaining students who are proficient and/or not in need of phonics will work with the Literacy Coach to improve on vocabulary and comprehension skills using Super QAR, Vocabulary.com and iReady. This intervention will take place for 10 weeks and monitored for effectiveness through ongoing progress monitoring checkpoints.

In the fifth grade 48%(46) of students are working two or more grades below the level (Tier 3). 37%(35) are at a Tier 2 Level and only 12%(12) students are working at or above grade level. Students in fifth grade (except for one class which house our ESOL students in a self contained classroom with only one teacher for the entire day) rotate between 4 teachers to receive instruction in one specific content area. One teacher teaches math to all 5th graders, another teachers only science to all students, and another teachers ELA. Students are grouped by ability so that classes that need the additional support recieves the assistance.

In the sixth grade, 71%(31) students are on a Tier 3 level. 20%(9) students are working at Tier 2 and only 9% (4) students are working at or above grade level.
In the seventh grade, 67%(22) students are on a Tier 3 level. 15%(5) students are working 1 level below (Tier 2) and 18%(6) students are working at or above grade level.
In the eighth grade, 76%(16) students are on a Tier 3 level. 5%(1) student is one level below (Tier 2) and 19% (4) students are working at or above grade level.
Our school assistant principal has created block scheduling for all middle school class. This way students who fall in the lowest 25% quartile receives an additional block of reading support.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/27/2018 - 5/20/2019	8:15 AM - 2:40 PM
Monday	1st, 3rd	8/27/2018 - 5/20/2019	8:15 AM - 2:40 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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
October2018SACagenda_minutes.pdf	October	Monitored	10/31/2018
SACagenda_Sept.pdf	September	Monitored	10/18/2018
2018_2019SACbylaws.pdf	October	SAC ByLaws	10/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
1	175	700 of 717	2	210	420

School Improvement Plan (SIP)

School Name Nova Blanche ES (1282)

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
1282 ELA K, 1282 ELA 1, 1282 ELA 2, 1282 ELA 3, 1282 ELA 4, 1282 ELA 5	Wednesday	2nd4th	8/22/2018 - 5/22/2019	8:30 AM - 9:30 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)

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	121	9.10	0.00	0.00	21.50	2.50
01	126	6.30	0.80	0.00	27.00	2.40
02	125	6.40	0.00	0.00	12.00	0.00
03	127	9.40	0.80	0.00	26.80	5.50
04	132	6.80	0.80	0.00	21.20	3.80
05	132	8.30	0.00	0.00	22.70	2.30

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

The intervention strategies employed by Nova Blanche Forman to improve academic performance identified by the early warning system are: Small reading and math groups using research based interventions. They include: Phonics of Reading, Cars/Stars, iReady, Quick Reads, Super QAR, Words their Way. Go Math Intervention, Stems/Stams, & iReady Math. Differentiated instruction. Multi-tiered Instructional Model.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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
SAFbylaws.pdf	October	SAF ByLaws	10/29/2018
Nova-Blanche-Forman-SAC-Committee-Membership.pdf	October	None	10/26/2018
SACbylaws.pdf	October	SAC ByLaws	10/25/2018
SAF-Meeting-Schedule-2018.pdf	October	None	10/25/2018
Nova-Blanche-Forman-School-Advisory-Meeting-Dates-2018.pdf	October	None	10/25/2018
septsacminutes.pdf	September	Monitored	10/18/2018
septSACAgendaandsignin.pdf	September	Monitored	10/18/2018
AugSACAgendaSigninMinutes.pdf	August	Monitored	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	374	85 of 156	1	94	188

Goals

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

The content areas that will be the focus for improving student achievement are: ELA, Math, and Science.

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 to improve teaching and learning are: Consistent small group instruction, Intervention group pull out in reading and math, consistent monitoring of small group instruction and intervention groups, Interventions identified and done with fidelity. Better placement of teachers based on their teaching strengths, better collaboration amongst grade level teas, Schedule modified to provide more common team planning time. PLC implementation with fidelity using CARE Cycle.

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

Monthly leadership meetings to discuss progress monitoring
 Utilize knowledge gained at Seasons of Learning and Summer Leadership Week to more effectively monitor classroom instruction and provide more specific feedback
Collaborate with schools in our Cadre & SES Band for resources and Best Practice
Teachers share best practices through collaborative schools visits
Teacher planning days schedule to include dissemination of information from trainings (DBQ, Small Group Guided Reading, Standards Based Math Instruction, Personal Math Trainer, and Standards Based Science Curriculum)
Conference grant recipients share information & "Lessons Learned"
Additional training for teachers including in content areas, iReady & in Professional Learning Communities.
Enrichment clubs (Speech/Debate, Chess, Robotics & Math)

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

The specific School-level progress monitoring data that is collected: iReady, (end of each instructional cycle) teacher formative assessments (end of each instructional cycle), & RtI Data (weekly), Keystone Data (end of each instructional cycle). CARE cycle implemented & discussed during Professional Learning Communities. Benchmark Assessment System by Fountes and Pinnell (3 times a year).

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

Our school ensures the fidelity of students not progressing toward school and district goals through the RtI process, Data Chats, and ESE services.

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

Our school ensures all classroom instruction is accessible to the full range of learners using UDL for effective instructional design (planning and delivery (teaching) through: common planning, flexible learning environments and through differentiate instruction.

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

Our school ensures Tier 1 Standards-Based classroom instruction is being implemented properly and effectively through scope and sequence, following instructional focus calendar, classroom walk troughs, observations, lesson plans, looks fors, student work, data chats formative and summative assessments.

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 used for core: Journeys.
Supplemental: iReady. Leveled Bookroom (includes both literary and informational text at all levels as well as social studies and science based level readers). Stems Scopes are also integrated into the curriculum.
Intervention Programs Include: Cars, Phonics for Reading, Level Literacy Intervention.

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

Our school implements the Broward County Public Schools Social and Emotional Learning Standards in their lesson plans. Additionally, thourgh our Social Emotional Learning Plan and Repsonse to Intervnetion.

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

The five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom through lesson plans and classroom guidance lessons, school wide activities, and through Social Emotional Learning Plan.

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

Our school-wide policy and practices support the social emotional learning for students through mentoring programs, guidance lessons, teacher social emotional lessons, our social emotional plan, and professional development.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC Trainings, Attendance, CARE Cycle, and Sharing best practices	Administration	6/4/2019	PLC Training	
Prescribed interventions	RtI Team and classroom teachers	6/4/2019	BASIS Training, Small Group Guided Reading	
Guided Reading Groups, Benchmarks Assessment System Assessment (BAS) Administration, PLCs.	Classroom Teachers, Literacy Coach, and Administration	6/4/2019	PLCs, Small Group Guided Reading Training, BAS Training	

School Improvement Plan (SIP)

School Name Nova Blanche ES (1282)

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
1282 ELA K, 1282 ELA 1, 1282 ELA 2, 1282 ELA 3, 1282 ELA 4, 1282 ELA 5	Wednesday	2nd4th	8/22/2018 - 5/22/2019	8:30 AM - 9:30 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)

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	121	9.10	0.00	0.00	21.50	2.50
01	126	6.30	0.80	0.00	27.00	2.40
02	125	6.40	0.00	0.00	12.00	0.00
03	127	9.40	0.80	0.00	26.80	5.50
04	132	6.80	0.80	0.00	21.20	3.80
05	132	8.30	0.00	0.00	22.70	2.30

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

The intervention strategies employed by Nova Blanche Forman to improve academic performance identified by the early warning system are: Small reading and math groups using research based interventions. They include: Phonics of Reading, Cars/Stars, iReady, Quick Reads, Super QAR, Words their Way. Go Math Intervention, Stems/Stams, & iReady Math. Differentiated instruction. Multi-tiered Instructional Model.

RtI Team Meeting Schedule

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

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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
SAFbylaws.pdf	October	SAF ByLaws	10/29/2018
Nova-Blanche-Forman-SAC-Committee-Membership.pdf	October	None	10/26/2018
SACbylaws.pdf	October	SAC ByLaws	10/25/2018
SAF-Meeting-Schedule-2018.pdf	October	None	10/25/2018
Nova-Blanche-Forman-School-Advisory-Meeting-Dates-2018.pdf	October	None	10/25/2018
septsacminutes.pdf	September	Monitored	10/18/2018
septSACAgendaandsignin.pdf	September	Monitored	10/18/2018
AugSACAgendaSigninMinutes.pdf	August	Monitored	10/17/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	374	85 of 156	1	94	188

Goals

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

The content areas that will be the focus for improving student achievement are: ELA, Math, and Science.

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 to improve teaching and learning are: Consistent small group instruction, Intervention group pull out in reading and math, consistent monitoring of small group instruction and intervention groups, Interventions identified and done with fidelity. Better placement of teachers based on their teaching strengths, better collaboration amongst grade level teas, Schedule modified to provide more common team planning time. PLC implementation with fidelity using CARE Cycle.

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

Monthly leadership meetings to discuss progress monitoring
 Utilize knowledge gained at Seasons of Learning and Summer Leadership Week to more effectively monitor classroom instruction and provide more specific feedback
Collaborate with schools in our Cadre & SES Band for resources and Best Practice
Teachers share best practices through collaborative schools visits
Teacher planning days schedule to include dissemination of information from trainings (DBQ, Small Group Guided Reading, Standards Based Math Instruction, Personal Math Trainer, and Standards Based Science Curriculum)
Conference grant recipients share information & "Lessons Learned"
Additional training for teachers including in content areas, iReady & in Professional Learning Communities.
Enrichment clubs (Speech/Debate, Chess, Robotics & Math)

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

The specific School-level progress monitoring data that is collected: iReady, (end of each instructional cycle) teacher formative assessments (end of each instructional cycle), & RtI Data (weekly), Keystone Data (end of each instructional cycle). CARE cycle implemented & discussed during Professional Learning Communities. Benchmark Assessment System by Fountes and Pinnell (3 times a year).

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

Our school ensures the fidelity of students not progressing toward school and district goals through the RtI process, Data Chats, and ESE services.

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

Our school ensures all classroom instruction is accessible to the full range of learners using UDL for effective instructional design (planning and delivery (teaching) through: common planning, flexible learning environments and through differentiate instruction.

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

Our school ensures Tier 1 Standards-Based classroom instruction is being implemented properly and effectively through scope and sequence, following instructional focus calendar, classroom walk troughs, observations, lesson plans, looks fors, student work, data chats formative and summative assessments.

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 used for core: Journeys.
Supplemental: iReady. Leveled Bookroom (includes both literary and informational text at all levels as well as social studies and science based level readers). Stems Scopes are also integrated into the curriculum.
Intervention Programs Include: Cars, Phonics for Reading, Level Literacy Intervention.

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

Our school implements the Broward County Public Schools Social and Emotional Learning Standards in their lesson plans. Additionally, thourgh our Social Emotional Learning Plan and Repsonse to Intervnetion.

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

The five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom through lesson plans and classroom guidance lessons, school wide activities, and through Social Emotional Learning Plan.

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

Our school-wide policy and practices support the social emotional learning for students through mentoring programs, guidance lessons, teacher social emotional lessons, our social emotional plan, and professional development.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLC Trainings, Attendance, CARE Cycle, and Sharing best practices	Administration	6/4/2019	PLC Training	
Prescribed interventions	RtI Team and classroom teachers	6/4/2019	BASIS Training, Small Group Guided Reading	
Guided Reading Groups, Benchmarks Assessment System Assessment (BAS) Administration, PLCs.	Classroom Teachers, Literacy Coach, and Administration	6/4/2019	PLCs, Small Group Guided Reading Training, BAS Training	

School Improvement Plan (SIP)

School Name   Nova Eisenhower ES (1271)

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
NEE ELA Team Data Analysis	Wednesday Thursday	3rd	8/8/2018 - 5/15/2019	8:30 AM - 9:15 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)

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	124	10.50	0.80	0.00	10.50	1.60
01	126	3.20	0.00	0.00	17.50	0.80
02	126	9.50	0.00	0.00	9.50	0.80
03	126	8.70	0.80	0.00	12.70	3.20
04	134	10.40	0.70	0.00	20.10	3.70
05	131	6.10	0.80	0.00	21.40	1.50

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

Intervention is implemented based on individual student's needs. Intervention presently in place:
- Phonics for Reading
- I Ready
- Classroom small group instruction
- Leveled Literacy Intervention
- Math special for grades 3-5

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 5/30/2019	9:45 AM - 3:15 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
1271_Eisenhower_SAC-Composition-Report.pdf	October	None	10/26/2018
SAF-Bylaw-Template.docx	October	SAF ByLaws	10/23/2018
SAC_SAF_2018-2019_Meeting_Dates.docx	October	None	10/22/2018
SAC_Meeting_Minutes_Sept_17.pdf	October	None	10/10/2018
SAC-Committee-Membership.pdf	October	None	10/9/2018
October_8_2018_PPT.pptx	October	Monitored	10/9/2018
October_8_-2018_Agenda.pdf	October	Monitored	10/9/2018
September_17_-2018_PPT.pptx	October	Monitored	10/9/2018
Sept_17_SAC_Member_Attendance.jpg	October	None	10/9/2018
Sept_17_SAC_Guest_Attendance.jpg	October	None	10/9/2018
Sept_17_2018_Agenda.pdf	October	Monitored	10/9/2018
May_2018_Agenda_Minutes.pdf	October	Monitored	10/9/2018
SAC_ByLaws_-2018-2019.pdf	October	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
4	390	69 of 156	1	86	172

Goals

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

The content areas of focus to improve student achievement are Math and Reading. These areas were chosen in accordance to our 2017-2018 FSA learning gains. Our Math gains stayed lateral, while our Reading gains decreased by 4 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?

Small group instruction, formative assessments, monthly mastery assessments, assistance from the school literacy coach with PLC's, as well as paraprofessional push and pull out support will be implemented to improve teaching and learning in an effort to increase performance.

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

In reading - A system has been coordinated to have PLC meeting two times per month and extended PLC meetings on planning day. The PLC's will be organized by grade levels. The grade levels will work closely with the literacy coach to discuss and plan standard instructional cycle. Each grade level will work collaboratively to plan the resources needed for tier 1, small group and formative assessments. Grade level

chairs will communicate with literacy coach to agree on a monthly mastery assessment date which will cover the standards presented on the PLC cycle. This will be followed up by a schoolwide PLC meeting where all grade levels will meet in the media center to discuss and analyze mastery assessments. This will give an opportunity for the literacy coach and school administration to participate with each grade level in the discussion and next step planning.

Each class is expected to use whole group instruction, followed by small group and centers-based learning and standard practice/enrichment.

In math – a specials class is focused on math manipulatives and extended learning. This class is visited by all classes on a rotation-based schedule of four continuous days every. The math specials teacher communicates with each grade level to identify the needs and standards needed to reinforce in math. In class, whole group instruction will be followed by small group instruction and centers-based learning/standard practice/enrichment.

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

School level progress will be monitored using performance data from

- I-Ready Mastery Assessment for grades 3, 4, and 5.
- BAS will be administered for grades K, 1, 2, and 3 in addition to teacher formative assessments
- BAS will be administered to all FSA level 1 and 2 in grades 3,4, and 5
- Teacher created formative assessments
- DBQ for grade 4 and 5
- Small group guided reading

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

To ensure fidelity of students not progressing towards school and district goals all grade levels will continuously analyze data from both reading and math assessment, particularly monthly mastery assessments. Additionally, BAS testing will take place periodically for all K,1, 2, and 3 and FSA level 1 and 2 to track student reading levels. Administration will meet with each individual teacher for a data chats to analyze scores and discuss best practices 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)?

Differentiated instruction is practiced in all learning environments. In addition to teacher created centers, resources are available for teachers to improve differentiated instruction and to increase student engagement though balanced literacy book sets and the school's media center. Through SSO and other media sources, students are provided with a variety of programs that are differentiated to meet their interest and instructional need. Some of these programs include; NewsELA, Vocabulary.com, Khan Academy, Flocabulary, Learning.com and other academic web-based programs.

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

To ensure Tier 1 standards-based classroom instruction sis being implemented properly and effectively, all grade levels have generated 2018-2019 instructional focus calendars for math. ELA and science (5th grade) that is based of the 2018 end of year data. Grades levels continue to expand and adjust the instructional focus calendars based on formative assessment data and student needs. Monthly mastery assessments will be administered to analyze results and identify the next instructional goals to ensure all students are working toward mastery of all the standards prior to the FSA assessments.

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 has a media room for teachers with scholastic book sets, by literacy levels, to use for intervention and small group instruction. Teachers check out the leveled reader book sets as needed for intervention and small group instruction. The media room also hold the LLI sets, which teachers can check out according to their intervention levels. In addition to these sources, the school also provides Phonics for Readers, Wilson Foundations, Super QAR and Quick Reads available for appropriate grade levels,

Student have balance of literary and informational texts in their classroom libraries, the media center and through Single-Sign-On. Some of the online programs available are: NewsELA, iReady, Vocabulary.co, Flocabulary, Khan Academy, and other academic web based programs involving informational texts.

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

In addition to having a Student Services department with a counselor available for students' emotional needs, the school promotes lessons on character education and participates in the Sanford Harmony program, which engages students in activities that build healthy social communication and relationships.

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

The school and classrooms focus on and environment that creates a healthy, safe and nurturing environment. The five competencies of Social and Emotional Learning are practiced through integrated lessons that provide an opportunity for students to demonstrate cooperative learning, decision making, and positive student peer and adult communication. Teachers include lessons where students understand personal accountability. Teaching practices also focus on individual strategies for differentiated discipline that is focused on individual students needing additional guidance.

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

Schoolwide, all staff carry Nova bucks to reward students that are seen practicing good character and demonstrating positive social emotional behaviors which can be traded for items at the Nova store. These behaviors are based on the School Wide Positive Behavior Plan and the school's policies which support social and emotional learning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Administering iReady monthly mastery assessments	Literary Coach, Administration, Classroom Teachers	5/1/2019		N/A
Math Specials grades 3-5 to support daily instruction, I-ready monthly mastery assessment	Math Resource Teacher, Administration, Classroom Teacher	5/1/2019	Math related professional development workshops	N/A
Small group instruction and/or center activities	Classroom teacher	5/1/2019	As needed	N/A

School Improvement Plan (SIP)

School Name   Nova Eisenhower ES (1271)

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
NEE ELA Team Data Analysis	Wednesday Thursday	3rd	8/8/2018 - 5/15/2019	8:30 AM - 9:15 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)

		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	124	10.50	0.80	0.00	10.50	1.60
01	126	3.20	0.00	0.00	17.50	0.80
02	126	9.50	0.00	0.00	9.50	0.80
03	126	8.70	0.80	0.00	12.70	3.20
04	134	10.40	0.70	0.00	20.10	3.70
05	131	6.10	0.80	0.00	21.40	1.50

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

Intervention is implemented based on individual student's needs. Intervention presently in place:
- Phonics for Reading
- I Ready
- Classroom small group instruction
- Leveled Literacy Intervention
- Math special for grades 3-5

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/6/2018 - 5/30/2019	9:45 AM - 3:15 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
1271_Eisenhower_SAC-Composition-Report.pdf	October	None	10/26/2018
SAF-Bylaw-Template.docx	October	SAF ByLaws	10/23/2018
SAC_SAF_2018-2019_Meeting_Dates.docx	October	None	10/22/2018
SAC_Meeting_Minutes_Sept_17.pdf	October	None	10/10/2018
SAC-Committee-Membership.pdf	October	None	10/9/2018
October_8_2018_PPT.pptx	October	Monitored	10/9/2018
October_8_-2018_Agenda.pdf	October	Monitored	10/9/2018
September_17_-2018_PPT.pptx	October	Monitored	10/9/2018
Sept_17_SAC_Member_Attendance.jpg	October	None	10/9/2018
Sept_17_SAC_Guest_Attendance.jpg	October	None	10/9/2018
Sept_17_2018_Agenda.pdf	October	Monitored	10/9/2018
May_2018_Agenda_Minutes.pdf	October	Monitored	10/9/2018
SAC_ByLaws_-2018-2019.pdf	October	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
4	390	69 of 156	1	86	172

Goals

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

The content areas of focus to improve student achievement are Math and Reading. These areas were chosen in accordance to our 2017-2018 FSA learning gains. Our Math gains stayed lateral, while our Reading gains decreased by 4 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?

Small group instruction, formative assessments, monthly mastery assessments, assistance from the school literacy coach with PLC's, as well as paraprofessional push and pull out support will be implemented to improve teaching and learning in an effort to increase performance.

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

In reading - A system has been coordinated to have PLC meeting two times per month and extended PLC meetings on planning day. The PLC's will be organized by grade levels. The grade levels will work closely with the literacy coach to discuss and plan standard instructional cycle. Each grade level will work collaboratively to plan the resources needed for tier 1, small group and formative assessments. Grade level

chairs will communicate with literacy coach to agree on a monthly mastery assessment date which will cover the standards presented on the PLC cycle. This will be followed up by a schoolwide PLC meeting where all grade levels will meet in the media center to discuss and analyze mastery assessments. This will give an opportunity for the literacy coach and school administration to participate with each grade level in the discussion and next step planning.

Each class is expected to use whole group instruction, followed by small group and centers-based learning and standard practice/enrichment.

In math – a specials class is focused on math manipulatives and extended learning. This class is visited by all classes on a rotation-based schedule of four continuous days every. The math specials teacher communicates with each grade level to identify the needs and standards needed to reinforce in math. In class, whole group instruction will be followed by small group instruction and centers-based learning/standard practice/enrichment.

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

School level progress will be monitored using performance data from

- I-Ready Mastery Assessment for grades 3, 4, and 5.
- BAS will be administered for grades K, 1, 2, and 3 in addition to teacher formative assessments
- BAS will be administered to all FSA level 1 and 2 in grades 3,4, and 5
- Teacher created formative assessments
- DBQ for grade 4 and 5
- Small group guided reading

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

To ensure fidelity of students not progressing towards school and district goals all grade levels will continuously analyze data from both reading and math assessment, particularly monthly mastery assessments. Additionally, BAS testing will take place periodically for all K,1, 2, and 3 and FSA level 1 and 2 to track student reading levels. Administration will meet with each individual teacher for a data chats to analyze scores and discuss best practices 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)?

Differentiated instruction is practiced in all learning environments. In addition to teacher created centers, resources are available for teachers to improve differentiated instruction and to increase student engagement though balanced literacy book sets and the school's media center. Through SSO and other media sources, students are provided with a variety of programs that are differentiated to meet their interest and instructional need. Some of these programs include; NewsELA, Vocabulary.com, Khan Academy, Flocabulary, Learning.com and other academic web-based programs.

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

To ensure Tier 1 standards-based classroom instruction sis being implemented properly and effectively, all grade levels have generated 2018-2019 instructional focus calendars for math. ELA and science (5th grade) that is based of the 2018 end of year data. Grades levels continue to expand and adjust the instructional focus calendars based on formative assessment data and student needs. Monthly mastery assessments will be administered to analyze results and identify the next instructional goals to ensure all students are working toward mastery of all the standards prior to the FSA assessments.

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 has a media room for teachers with scholastic book sets, by literacy levels, to use for intervention and small group instruction. Teachers check out the leveled reader book sets as needed for intervention and small group instruction. The media room also hold the LLI sets, which teachers can check out according to their intervention levels. In addition to these sources, the school also provides Phonics for Readers, Wilson Foundations, Super QAR and Quick Reads available for appropriate grade levels,

Student have balance of literary and informational texts in their classroom libraries, the media center and through Single-Sign-On. Some of the online programs available are: NewsELA, iReady, Vocabulary.co, Flocabulary, Khan Academy, and other academic web based programs involving informational texts.

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

In addition to having a Student Services department with a counselor available for students' emotional needs, the school promotes lessons on character education and participates in the Sanford Harmony program, which engages students in activities that build healthy social communication and relationships.

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

The school and classrooms focus on and environment that creates a healthy, safe and nurturing environment. The five competencies of Social and Emotional Learning are practiced through integrated lessons that provide an opportunity for students to demonstrate cooperative learning, decision making, and positive student peer and adult communication. Teachers include lessons where students understand personal accountability. Teaching practices also focus on individual strategies for differentiated discipline that is focused on individual students needing additional guidance.

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

Schoolwide, all staff carry Nova bucks to reward students that are seen practicing good character and demonstrating positive social emotional behaviors which can be traded for items at the Nova store. These behaviors are based on the School Wide Positive Behavior Plan and the school's policies which support social and emotional learning.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Administering iReady monthly mastery assessments	Literary Coach, Administration, Classroom Teachers	5/1/2019		N/A
Math Specials grades 3-5 to support daily instruction, I-ready monthly mastery assessment	Math Resource Teacher, Administration, Classroom Teacher	5/1/2019	Math related professional development workshops	N/A
Small group instruction and/or center activities	Classroom teacher	5/1/2019	As needed	N/A

School Improvement Plan (SIP)

School Name   Palm Cove ES (3311)

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
Palm Cove Elementary Curriculum Talks	Tuesday Wednesday Thursday	2nd3rd4th5th	8/15/2018 - 6/3/2019	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)

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	23.00	2.00	0.00	32.00	11.00
01	106	10.40	0.90	0.00	28.30	5.70
02	105	10.50	1.90	0.00	29.50	4.80
03	122	13.90	0.00	0.00	19.70	2.50
04	129	14.70	0.00	0.00	20.20	3.90
05	118	11.90	0.80	0.00	29.70	5.10

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.

Students are identified through the RTI process in all academic areas. Teacher are using the BAS to monitor literacy skills. Teacher Created assessments are given weekly to assess standards taught in the classroom. Summative assessment are given after each unit of study to asses a group of standards. Interventions are put into place based on the results of the assessments. Small groups in the classroom and pull out groups by support staff are also based on assessment results.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	9/21/2018 - 5/31/2019	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.	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date

File Name	Standards & Indicator	Upload Date
SurveysReportStaff.pdf		10/9/2018
SurveysReportStudents.pdf		10/9/2018
SurveysReportParents.pdf		10/9/2018

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
Palm-Cove-SAC-Membership.pdf	October	None	10/26/2018
October.pdf	October	Monitored	10/25/2018
SAF-meeting-dates.docx	October	None	10/22/2018
SAF-Bylaw-Palm-Cove.docx	October	SAF ByLaws	10/22/2018
SAC-ByLaws.pdf	October	SAC ByLaws	10/22/2018
September.pdf	October	SAC ByLaws	10/19/2018
SAC-meeting-dates.docx	September	None	9/12/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	353	119 of 210	1	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?

Each grade level follows a curriculum guide and map that is created by the Team Leaders and the Instructional Coaches. It is based on the grade level Florida Standards and modified to accommodate the needs of the students in that grade level. County adopted standards based materials are used to teach the standards in each curriculum area. Each week, the teams create standards based assessments to ensure students are mastering the standard taught with 70% or higher accuracy. Additionally, end of unit summative are created by the Instructional Coaches that align with the standards taught in the classroom. Lastly, teacher lesson plans are collected by Administration on a regular basis to ensure standards are being taught and documented.

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 be assessed weekly on a standard that was taught throughout the week. Teachers will form small ELA and Math groups based on the results of the assessment. Students will be retaught within these groups on standard that they are deficit. Students that scored 70% or above will engage in enrichment activities. Summative assessments will be given at the end of a unit. Data from the summative assessments will be evaluated at data chats with Instructional Coaches and Administration.

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

This best practice will be scaled up by teachers participating in weekly Curriculum Talks that focus on the data that is collected from students each week from Teacher Created Assessments and from the I Ready Program. Students who are not performing at 70% or above will be placed into small groups to be retaught standards. Data will also be analyzed from Summative assessments, BAS, BSA, and I Ready in quarterly Data Chats with Administration and the Instructional Coaches. I Ready Diagnostic Assessments will be given three times a year and students will work on standards based pathways for a minium of 45 minutes each week in ELA and Math. The Instructional Coaches and RTI Facilitator will pull out small groups of students for additional support of retention students and the lowest 25%.

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

Students be assessed weekly on a standard that was taught throughout the week. Teachers will form small ELA and Math groups based on the results of the assessment. Students will be retaught within these groups on standard that they are deficit. Students that scored 70% or above will engage in enrichment activities. Summative assessments will be given at the end of a unit. Data from the summative assessments will be evaluated at data chats with Instructional Coaches and Administration. The BAS or Benchmark Assessment System is administered three times a year and the data is analyzed to form small groups and curriculum throughout the school year. The students also work on the computer based iReady program. A diagnostic test is administered three times a year and a personal work pathway is formed. The data from the assessments is analyzed during student and teacher data chats.

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

The school ensure the fidelity of students not progressing towards school and district goals in many ways. First, students are placed on a PMP and parents are informed through parent teacher conferences. Next, data is collected by the classroom teacher and placed into the RTI/MTSS program. Interventions within the classroom are put into place and implemented with fidelity. Student data is closely monitored through student and teacher 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)?

Our school ensures that all classroom instruction is being implemented properly and effectively in accordance with the UDL. Classroom teachers are provided with a standards based curriculum map to drive instruction and team planning. Instructional coaches and administration are present at each team meeting and PLC to ensure that data and curriculum is data driven. During the school day, administration and instructional coaches are present in the classrooms to monitor and assist teachers with small gorps and implementation of the curriculum. Lastly, each classroom is set up and maintained based on the classroom rubric that is updated based on the Balanced Literacy approach to teaching. Teachers are identified who are ESE and Gifted certified

and students who have an IEP or 504 plan are identified by the ESE Specialist to ensure that accommodations are being implemented with fidelity in the classrooms.

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

Our school ensures that Tier 1 standards based classroom instruction is being implemented properly and effectively in each classroom. Classroom teachers are provided with a standards based curriculum map to drive instruction and team planning. Instructional coaches and administration are present at each team meeting and PLC to ensure that data and curriculum is data driven. During the school day, administration and instructional coaches are present in the classrooms to monitor and assist teachers with small gorps and implementation of the curriculum. Lastly, each classroom is set up and maintained based on the classroom rubric that is updated based on the Balanced Literacy approach to teaching.

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 the core curriculum materials provided by the county. For the ELA curriculum, Journeys is the core curriculum. Additional supplemental materials used are Ready Books, Ready Toolbox, and iReady computer based program, Scholastic Book Room Guided Reading Materials, and Scholastic Social Studies Materials. Intervention materials include Wilson Fundations, LLI, Phonics for Reading, and the toolkit and write in readers provided through the Journeys program. Each classroom has a library with both fiction and non fiction books organized by BAS levels.

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

Our school implements the Social and Emotional Learning Standards in several ways during the school day. First, each classroom teacher ensures that they are implementing the standards for a safe and positive learning environment for the students. Our school has a character trait program that includes monthly character assemblies, students of the week based on character traits, awards assemblies, and positive behavior plans in each classroom. Our school has a peer mentoring program in place and utilizes the county social worker and psychologist for students and families in need. We have monthly family nights to encourage positive interactions between the school and parents and to inform parents of community assistance programs.

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

The five competencies of the SEL program are integrated into character trait lessons that are incorporated into each Friday and promote positive interactions between students and teachers. The components are also integrated into our school wide positive behavior plan and incentive programs. The components are integrated into the specials curriculum as well.

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

Our school implements the Social and Emotional Learning Standards in several ways during the school day. First, each classroom teacher ensures that they are implementing the standards for a safe and positive learning environment for the students. Our school has a character trait program that includes monthly character assemblies, students of the week based on character traits, awards assemblies, and positive behavior plans in each classroom. Our school has a peer mentoring program in place and utilizes the county social worker and psychologist for students and families in need. We have monthly family nights to encourage positive interactions between the school and parents and to inform parents of community assistance programs.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Palm Cove is using our Accountability dollars for substitute teachers in order to create opportunities for teachers and staff to attend District trainings to support our SIP goals and increase student acheivement.	Administration and Instructional Coaches	6/3/2019	PLC's will be held in team curriculum talks the last two weeks of each month and monthly teacher trainings will be conduted.	$11,000.00
Palm Cove is using our Accountability dollars for substitute teachers in order to create opportunities for teachers and staff to attend District trainings to support our SIP goals and increase student acheivement.	Administration and Instructional Coaches	6/3/2019	PLC's will be held in team curriculum talks the last two weeks of each month and monthly teacher trainings will be conduted.	$11,000.00

School Improvement Plan (SIP)

School Name Panther Run ES (3571)

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
Panther Run Elementary Professional Learning Community	Tuesday	1st3rd	8/21/2018 - 6/4/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

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	82	7.30	0.00	0.00	29.30	4.90
01	96	9.40	0.00	0.00	17.70	3.10
02	87	6.90	0.00	0.00	25.30	1.10
03	105	5.70	0.00	0.00	16.20	1.00
04	128	14.80	0.00	0.00	18.00	4.70
05	111	9.90	0.00	0.00	15.30	2.70

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

Tier 1:
In math we will use Go Math and Math Personal Trainer in grades K through 5. We use Go Math Reteach in a small group setting to address all areas. We are also using Daily Fluency Drills to help students master their math facts. In ELA we use iReady and Leveled Readers in grades K - 5. We use Science A - Z, STEM Scopes and Social Studies Leveled Readers in grades K - 5. We use Tumblebook Library and Newsela to diferentiate Tier 1 instruction according to student lexile levels. We use guided reading to differentiate instruction in a small group setting. For Social Emotional Learning we use LEAPS Activities to address all areas.

Tier 2: Small group twice a week
In Math we use Go Math Strategic Intervention to address all areas. We use Moving with Math for multiplication and division. We use Touch Math to address all areas. We also use manipulatives, videos and intensive skill instruction. In ELA we use iReady in grades K-5. Write-in Readers are used in grades 1 & 2 to address oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. We also use Phonics for Reading to address deficiencies in phonics. We use LLI (Leveled Literacy Intervention) to address all areas. We use Quick Reads to address fluency, vocabulary and comprehension. We use Fundations to address phonics, phonemic awareness, and fluency. We use Soar to Success to address concerns in oral language, phonics, fluency, vocabulary, comprehension and writing. We use Super QAR to address gaps in

comprehension. For Social Emotional Learning we use LEAPS Activities to address all areas.

Tier 3: Daily individual targeted support, intensive instruction using district approved intervention strategies
In Math we use Go Math Intensive Intervention to address all areas and Moving with Math to target multiplication and division. We also use manipulatives, videos and intensive skill instruction. In ELA we use Reading Tool Kit (K-3) and Literacy Tool Kit (4-5) to address oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. We also use Phonics for Reading to address deficiencies in phonics. We use LLI (Leveled Literacy Intervention) to address all areas. We use Quick Reads to address fluency, vocabulary and comprehension. We use Fundations to address phonics, phonemic awareness, and fluency. We use Soar to Success to address concerns in oral language, phonics, fluency, vocabulary, comprehension and writing. We use Super QAR to address gaps in comprehension. For Social Emotional Learning we use LEAPS Activities to address all areas.

Attendance and/or Suspension:
Tier 1: We use LEAPS Activities to encourage positive behavior as evidenced in our School-wide Positive Behavior Plan. We also encourage and reinforce daily attendance with LEAPS activities. Tier 2: A referral to the Guidance Counselor occurs when a student receives a discipline referral in order for the student to reinforce positive behavior. A Guidance referral also occurs when there is an attendance concern that results in 5 days absent in a marking period. Sessions with the Guidance Counselor consist of either individual or small group pull-out or support. Tier 3: A Behavior Plan is developed if there continues to be a concern with behavior referrals or a lack of attendance. A Response to Intervention Referral occurs at this time along with a Social Worker Referral.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/15/2018 - 6/4/2019	12:00 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3571_SAC_102418_Complete.pdf	October	Developed	10/25/2018
3571-School-Advisory-Forum-Meetings-18-19.pdf	October	Monitored	10/22/2018

File Name	Meeting Month	Document Type	Uploaded Date
3571-School-Advisory-Council-Meetings-18-19.pdf	October	Monitored	10/22/2018
3571_SAF_Bylaws_1819.pdf	October	SAF ByLaws	10/22/2018
PRE-3571-SAC-ByLaws-18-19.pdf	October	SAC ByLaws	10/22/2018
3571-SAC-Composition-18-19-Report.pdf	October	SAC ByLaws	10/22/2018
3571_SAF_92618_Complete.pdf	September	SAF ByLaws	9/27/2018
3571_SAC_92618_Complete.pdf	September	SAC ByLaws	9/27/2018
3571_SAC_Composition-1819.pdf	August	Monitored	8/7/2018
3571-Behavior-Plan-2018-19.pdf	April	Developed	4/26/2018

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
7	390	103 of 119	1	82	164

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?

To increase early literacy in reading and mathematics by focusing on reading and mathematics performance data analysis, professional learning communities, and best practices at our school as well as best practices at another similar elementary school with a large ESE population and Specialized Program for students with Autism Spectrum Disorder. Panther Run Elementary School ranks 103 out of 119 in our SES Band. We will also be working to identify research-based best practice instructional strategies at our school in order to increase student achievement.

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

1. Professional Learning Communities
2. Response to Intervention (RtI)
3. Performance Tasks/Formative Assessments
4. Inclusive Practices

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

1. PLCs: Each grade level team participates in Professional Learning Communities (PLCs). These groups use data to drive instruction and improve instructional strategies as well as share best practices and ideas for enrichment and remediation. Administration to monitor and support PLC's. Presentation of PLC agendas will be part of monthly team leader meetings. More efficient utilization of the Literacy Continuum to determine instructional practices and to set ELA goals.

2. RtI: The Comprehensive Problem Solving Team, the Leadership Team and Administration will work together to identify research-based best practice strategies to increase student achievement. The CPS Team will utilize BASIS in order to accurately document the progress of each student brought to the team for academic or behavioral concerns. Research-based interventions are recommended by the team and put into place by the teacher with fidelity, monitored closely and documented apprpriately to determine if the student is making progress. The teachers continue to be coached on how to appropriately document progress in graph form. The team determines what Tier is appropriate based on the student's progress by looking at the data.

3. Performance Tasks/Formative Assessments: Grade level teams are implementing performance tasks to be administered monthly. These performance tasks are analyzed as a team and will provide an early look into the complexity of student understanding of content being taught. With these tasks, teachers will be able to more thoroughly address student challenges in comprehension and application. Each grade level team participates in Professional Learning Communities (PLCs). These groups use data to drive instruction and improve instructional strategies as well as share best practices and ideas for enrichment and remediation. The Leadership Team and Administration will work together to identify research-based best practice strategies to increase student achievement. Develop grade level progress monitoring and assessment calendar. Continue to utilize a school-wide data reporting format - One Note. Monthly progress monitoring of iReady Reports;

classroom assessments; formal and informal assessments and BAS data. Classroom formative assessment data will be housed and monitored in One Note.

4. Inclusive Practices: Administrator and Student Government Representative guest readers utilizing educational reading material pertaining to persons with disabilities. Showcase of student talents on morning announcements including Students with Disabilities from the general education and self-contained classrooms. Students with Disabilities volunteer to present self-generated material regarding their disability (ie. student with Intellectual Disability presented "We are more alike than different" on the morning news, Speech Impaired students presented "Sometimes I Stutter" powerpoint to classmates and select staff).

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

Monthly progress monitoring of iReady Reports; classroom assessments; formal and informal assessments; BAS data.

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

Teachers collect weekly and comparative data to ensure students are progressing towards school goals.

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

Sharing of best practices
Monitoring student data through PLCs
Making instructional decisions based on data
Multiple means of engagement, representation, expression
Differentiation of instruction

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

Lesson planning
Participation in PLCs
Utilizing research-based instructional practices
Classroom walk-throughs and observations

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

Core:
ELA - iReady (K-5), Leveled Readers (K-5), Science A - Z (K-5), Social Studies Leveled Readers (K-5)
Math - Go Math (K-5), Math Personal Trainer (K- 5)
Science - STEM Scopes (K-5)

Supplemental:
ELA - iReady (K-5), Leveled Readers (K-5), Science A - Z (K-5), Social Studies Leveled Readers (K-5), Write-in Reader
Math - Reteach from Go Math (K-5), Math Personal Trainer (K-5)
Science - STEM Scopes (K-5), Extended Science in 5th grade

Intervention:
ELA - iReady, LLI, Phonics for Reading, Visualizing & Verbalizing, Soar to Success, Fundations, Super QAR, Wilson, Write-in Reader, Reading   Tool Kit (K-3), Literacy Tool Kit (4, 5)
Math - Go Math Strategic Intervention, Go Math Intensive Intervention, Moving with Math, Touch Math, iReady for RtI students
Science - Intensive Skill/Strategy Instruction utilizing STEM Scopes (K-5)

Students and teachers have access to literary and informational text leveled book room, classroom libraries, iReady, weekly visits to the Media Center

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

Social Emotional Learning Standards are taught and integrated at Panther Run Elementary School through our PIF-WIAMAD (Pay it Forward/Who I Am Makes A Difference) Culture, LEAPS Lessons, Character Education activities, Peer Mediator Program, Guidance groups, Lunch Bunch with Teachers, and Community outreach initiatives.

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

Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision-Making

We utilize the following at Panther Run Elementary to support the five SEL competencies: LEAPS, Character Education, Start with Hello, Sanford Harmony, Growth Mindset, and Small/Large Group Guidance. Also,

Role play, task strips, dicussion, read alouds, social thinking groups, clip up clip down behavior system, and behavior assemblies are used to teach the five SEL competencies.

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

The culture of Panther Run Elementary School is grounded in our PIF-WIAMAD (Pay it Forward/Who I Am Makes A Difference) philosophy. This philosophy is woven into everything we do and supports the social emotioal learning of our students. The following initiatives are avenues to support our PIF-WIAMAD culture and the social emotioal learning of our students and community: Peer Mediators, Safety Patrol, Buddy Program with A-Team, Community Outreach Programs, and Caught Being Good Program.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Provide targeted instructional curriculum for all students. Provide push-in and pull-out models to support struggling students.	Administration, Support Staff, Teachers	6/4/2019	Small group guided reading, Standards-based Effective Math Instruction (Grades 3-5), Personal Math Trainer (Grades 3-5), Intro to Standards-based Elementary Science Curriculum (K-5)	
Administer the common formative assessments, analyze the data to create remediation and enrichment plans.	Administration, Support Staff, Teachers	6/4/2019		
Administer the diagnostic assessments to pinpoint an area of focus and match the area of focus to a research-based intervention and implement the intervention with fidelity. Monitor progress every six to eight weeks.	Administration, Support Staff, Teachers	6/4/2019		
Administer the formative assessments once a month and analyze the data to address student challenges and strengths.	Administration, Support Staff, Teachers	6/4/2019		

School Improvement Plan (SIP)

School Name   Pasadena Lakes ES (2071)

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
Pasadena PLC Unwrapping the Standards	Wednesday		9/5/2018 - 5/29/2019	2:20 PM - 3:10 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
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	82	18.30	0.00	0.00	36.60	9.80
01	77	10.40	2.60	0.00	28.60	5.20
02	92	16.30	0.00	0.00	41.30	9.80
03	95	10.50	1.10	0.00	22.10	3.20
04	98	15.30	4.10	0.00	22.40	4.10
05	83	18.10	0.00	0.00	26.50	7.20

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

Pasadena Lakes Elementary follows the state of Florida's Multi-Tiered Support System (MTSS) guidelines. A Collaborative Problem Solving Team (CPST) has been established, which includes the parent(s) of any student having academic problems, as well as the student's teacher, the School Counselor, Curriculum Facilitator, Speech-Language Pathologist, ESE Specialist, Literacy Coach, School Social Worker, School Psychologist, Autism Coach/Behaviorist and both the Assistant Principal and Principal.

Any school staff member, or a student's parent, may identify a student as having "academic difficulties." Once identified, the teacher completes Tier 1 information in BASIS 3.0, and asks that the student be moved to Tier 2 for appropriate interventions. At that point, a number of baseline data is analyzed, including but not limited to, STAR and I-Ready diagnostics in Reading and/or Math, Diagnostic Assessment of Reading, Early Reading Diagnostic Assessment, FAIR scores (Gr. 4 and 5), etc. Once the problem has been identified and targeted, research-based programs are put into place, depending on the student's subject-area(s) weakness. If the Tier 2 interventions, (which are implemented with fidelity), do not help the student progress, Tier 3 interventions, with an increase in frequency and duration, are put into place. Ongoing Progress Monitoring occurs throughout the process; parents are informed via conferences and CPST meetings.

ELA/Reading weaknesses are identified as Phonemic Awareness, Phonics, Vocabulary, Fluency, Listening and

Speaking and Comprehension.   Some of the programmatic interventions include: Phonemic Awareness in Young Children, Road to the Code, Recipe for Reading, Phonics for Reading, Elements of Vocabulary, Vocabulary Improvement Program, Great Leaps, Quick Reads, ELL Newcomers Kits, and CRISS strategies applied with leveled readers, using both literature and informational text.

Writing weaknesses often mirror reading weaknesses. Our teachers use a variety of writing techniques such as Writer's Workshop, the Six Traits, academic notebooks and journal writing to help increase academic performance in writing. Technology such as Promethean Boards and websites including Study Island, STAR/AR, InSync, Starfall, Tumblebooks, Newslea and ReadWorks help our educators select reading material within a student's Zone of Proximal Development.

Mathematics weaknesses are addressed through the use of Reflex Math, Study Island Math, MOBY Math, and GoMath Intervention resources, which include the heavy use of math manipulatives such as Base 10 Blocks, Tangrams, etc.

Intervention groups are formed through partnerships with Nova Southeastern University, who send trained college-aged tutors to our school to work one-on-one with our students needing Reading or Mathematics assistance. These America Reads/Counts tutors also work during Pasadena's AfterCare program.   Pasadena also pairs up with Flanagan High School, which provides tutoring from trained seniors to work with third graders reading a year below grade level. The program is a year-long commitment through the Barbara Bush foundation; data is collected and analyzed through pre and post assessments. Intervention groups have also been formed for students in grades 2-5. Our 4 specials teachers meet daily with push-in groups; the Literacy Coach pushes in for ELL support with our A1 and A2 ESOL students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Wednesday	1st, 2nd, 3rd, 4th, 5th	9/17/2018 - 5/29/2019	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
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
Pasadena-Lakes-ES-SAC-Membership.pdf	October	None	10/26/2018
SAC_SAF-Meeting_Dates_18_19.docx	October	SAC ByLaws	10/25/2018

File Name	Meeting Month	Document Type	Uploaded Date
2071_12082017_SAF-Bylaws.docx	October	SAF ByLaws	10/25/2018
SAC-ByLaws.html	September	SAC ByLaws	10/25/2018
Sac-Upload-Sept-25-2018.pdf	September	None	10/10/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	379	80 of 156	-379	92	183

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?

Pasadena Lakes Elementary currently stands in Band 4, with 363 points earned. Our rank within Band 4 is 141 (out of 208 schools).

Since the 2012-2013 school year, Reading, Writing, Math and Science scores have been unstable, but trending generally downward in Grades 3, 4 and 5; including in all ethnicities with the exeception of Hispanic females.

As such, our PLCs are focusing on ELA, because if students can't read well, they will have difficulties with Writing, content area (Science and Social Studies) text and Mathematics word problems.

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

The following BEST Practices will be scaled-up this year:

• Google Docs and Sheets have been introduced, and are used by each grade level team (including cluster teachers) to provide consistent and timely school-based monitoring in Reading and Mathematics.
• Specific feedback on instruction in each classroom is provided through I-observation, Classroom Walkthroughs, and quarterly data chats.
• School-wide strategic support for at-risk students students is provided by Specials and Support staff.
• Science rotations and labs have been introduced and classes scheduled into the labs.
• Teachers will monitor Writing using monthly on-demand prompts, and recording scores in Google Sheets.
• An FSA Camp for at-risk students in Reading and Math will be implemented

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

Sharing best practices is a way for schools to scale-up in order to improve student achievement; working together gives educators opportunities to share what is already working in their schools. Pasadena Lakes Elementary School will "scale up" the following practices:

• Learning Goals and Scales will be displayed and reviewed prior to, and at the end of, lessons.
• Field Trips have been scheduled to schools both within and above our SES Band. Teachers have noted differences in instructional practices, and overall attitudes of staff and students in these schools.
• Our principal converses with other principals within our Band to share ideas to improve student achievement.
• Standards-based bulletin boards have been introduced in classrooms and in hallways.
• Administration provides consistent monitoring and feedback through iObservation and Marzano practices.
• Specific differentiated centers have been introduced in classrooms, which include interactive journal feedback which provides for student accountability.

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

School data is monitored every three weeks using School City assessments in ELA, Math and Science for students in grades K-5. We also provide monthly writing promts for students in grades 1-5. Students are assessed 3 times per year using the Benchmark Assessment System (BAS) in Reading. Students in Kindergarten are also assessed on letters, sounds, and concepts of prints. Once the assessment window closes, administration and curriculum support staff review the data then set up individual or team data chats to review the results with teachers. As a team, we discuss ways to remediate and enrich students. We also identify any instructional support that the teacher may need to ensure that student instructional needs are met.

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

Students who are not progressing towards school and district goals are first instructed using the gradual release model. As teachers go through the process of releasing the learning process to students, teachers identify students who are not mastering the standard. Teachers then work with students in a small group setting to remediate students in meeting the standard. After more intense instruction, teachers can put the standard in the maintenance center to allow students to continue to work on the standard until mastery.

The teacher can also begin to collect data in relation to how other students are progressing and present it to the Response to Intervention (RtI) Team. During the RtI review process, recommendations of further interventions can be shared with the teacher to implement with the student. Data is collected and the student progress is monitored for a period of 4-6 weeks.

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)?

Pasadena Lakes ensures that lessons are planned with the students in mind. Teachers diffrentiate lessons to meet the needs of all learners. Pasadena provides lessons that offer students a variety of modalities to engage them, to provide multiple means of representing their understanding of the Florida standards and to demonostrate their understanding of the content through multiple ways of expression through informal and formal methods of assessments. Standards for reading and math are taught through whole and small group utilizing the Optimal Learning model.

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

Pasadena ensure that teachers are implementing Tier 1 standard based instruction through classroom walk-throughs and data analysis during data chats. Professional learning communites are centered around discussion of unwrapping the Florida Standards and collaborating with team members to discuss teaching strategies that scaffold instruction to drive student achievement of the standards.

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

Pasadena has a Balanced Literacy Reading Resource room where teachers are able to check out both literary and informational text to teach content standards through interactive and shared read alouds. Through school and district based trainings teachers have learned the ten characteristics of text to choose quality books for read alouds and guided reading groups. Each teacher has been provided with a literacy contiuum and prompting guides to provide students with quality text and questions to improve reading behaviors.

How does your school implement the Broward County Public Schools Social and Emotional Learning

Standards to ensure students are developing social and emotional skills?

Social and emotional learning standards are taught through the Kids of Character, 7 Habits of a Leader, and through Leaps lessons provided by the district. Social and emotional learning is discussed during the morning show and during classroom lessons such as read alouds.

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 through the Leader in Me program and Kids of Character. Pasadena has also implemented a mentoring program to support those "fragile" students who are in need of one on one academic and emotional support. In addition, Pawesome Buddies buddy up students with Austim with general education students to teach students the importance of respect and tolerance of others.

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

The Leader in Me and Kids of Character educate our students on positive methods or strategies with interacting with others such as adults and students. All facets of these programs are discussed on the morning show and during class lessons.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
All teachers at Pasadena Lakes use the optimal learning model to teach ELA standards in whole group and in small guided reading group utilizing BAS data to improve comprhension.	Gail Williams	5/31/2019	Teachers are encouraged to take the district trainings. The Reading Coach also supports each team with providing additional professional development in ELA.	$0.00

School Improvement Plan (SIP)

School Name   Pembroke Lakes ES (2661)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLE K, PLE 1, PLE 2, PLE 3, PLE 4, PLE 5	Wednesday Thursday	1st2nd3rd4th	8/8/2018 - 6/4/2019	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

Graduation/College and Career Readiness (Early Warning Indicators)

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

		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	114	7.90	1.80	0.00	14.90	2.60
01	118	7.60	0.80	0.00	10.20	0.00
02	129	7.00	0.80	0.00	11.60	1.60
03	119	6.70	1.70	0.00	10.90	3.40
04	118	10.20	0.80	0.00	9.30	1.70
05	127	4.70	1.60	0.00	7.10	0.80

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

- Kindergarten: Great Leaps for phonemic awareness and phonics; handwriting without tears; Fundations; Writing with Pictures; IReady (Instructional Tools)
- First Grade: Writing with Pictures level 1 & 2; IReady (Instructional Tools); Phonics, Fluency; Comprehension, Great Leaps for phonemic awareness;
- Second Grade: Wordly Wise; IReady (Instructional Tools) Fluency; Comprehension & Phonics, Great Leaps Phonics & Fluency
- Third Grade: IReady (instructional Tools) for Fluency, Comprehension; Wordly Wise; Intermediate Rewards, Sundance Comprehension Strategies Kit
- Fourth Grade: Intermediate Rewards; IReady (Instructional Tools) Fluency, Comprehension; Intermediate Rewards; Great Leaps;
- Fifth Grade: IReady (Instructional Tools)for Fluency, Comprehension; Intermediate Rewards, Vocab.com

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/13/2018 - 5/31/2018	7:30 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
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
AdvancED-Self-Assessment-Eval-17-18.pdf		9/30/2018
Indicator-3.5---Learning-Community-Minutes.pdf		9/30/2018
Indicator-5.5---Communication-Callout.PNG		9/30/2018
Indicator-5.4---Student-Learning-Gains.pdf		9/30/2018
Indicator-5.3---PLC-Schedule-.pdf		9/30/2018
Indicator-5.1-Student-Assessment-Calendar.pdf		9/30/2018
Indicator-4.3---Safety-Team-Information.pdf		9/30/2018
Indicator-4.3---Safety-Procedures.pdf		9/30/2018
Indicator-4.2---Master-Schedule.pdf		9/30/2018
Indicator-3.12---Learning-Support-Student-List.pdf		9/30/2018
Indicator-3.11---Learning-Plan-Evaluation-Tool-.pdf		9/30/2018
Indicator-3.10---Report-Card-and-Policy.pdf		9/30/2018
Indicator-3.9---Formal-Adult-Interaction-Schedule.pdf		9/30/2018
Indicator-3.9---Formal-Adult-Interaction-.pdf		9/30/2018
Indicator-3.8-Example-of-Communication-Remind.png		9/30/2018

File Name	Standards & Indicator	Upload Date
Indicator-3.8---Volunteer-Options.pdf		9/30/2018
Indicator-3.8---School-to-Home-Communication.pdf		9/30/2018
Indicator-3.7---Professional-Development.pdf		9/30/2018
Indicator-3.6-Reteach-Lesson.pdf		9/30/2018
Indicator-3.6---Exemplars-of-Assessment-Results.png		9/30/2018
Indicator-3.6----Grade-Level-Expectations.pdf		9/30/2018
Indicator-3.5---Learning-Community-Calendar.pdf		9/30/2018
Indicator-2.2---Communication-plan-to-staff.pdf		9/30/2018

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
2661_SAF_Sign_In_9.25.18.pdf	September	None	10/30/2018
2661_SAF_Agenda_9.25.18.pdf	October	None	10/30/2018

File Name	Meeting Month	Document Type	Uploaded Date
2661_SAF_Bylaws_18-19.pdf	October	SAF ByLaws	10/30/2018
2661_SAC_Sign_In_10.30.18.pdf	October	Monitored	10/30/2018
2661_SAC_Guest_Sign_In10.30.18.pdf	October	Monitored	10/30/2018
2661_SAC_Minutes_9.25.18.pdf	October	A+ Funds	10/30/2018
A+-Funds-Voting-Results.pdf	October	A+ Funds	10/25/2018
A+Funds-Voting.pdf	October	A+ Funds	10/25/2018
SAC-Member-Sign-In-9.25.18.pdf	October	Monitored	10/25/2018
Guest-Sign-In-9.25.18.pdf	October	Monitored	10/25/2018
2661_SAC-Composition-18-19.pdf	October	None	10/25/2018
2661_SAC-SAF-Schedule.pdf	October	None	10/25/2018
Agenda10.30.pdf	October	Monitored	10/24/2018
SAC-ByLaws-18-19.pdf	September	SAC ByLaws	10/9/2018
SAC-Agenda-9.25.18.pdf	September	A+ Funds	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
5	462	19 of 149	-462	64	128

Goals

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

Based on our data disaggregation, the leadership team at Pembroke Lakes decided we need to focus on Mathematics. We will continue to maintain a strong emphasis on Reading.

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?

- ACCEL for qualifying students
- Accountable Talk
- iReady Standards Mastery Assessments in reading and mathematics
- Standards-Based small group instruction in reading and mathematics
- Go Math digital tools, including Personal Math Trainer
- School Improvement Plan (SIP) curriculum meetings on a monthly basis to ensure vertical planning and maintain focus on school priorities and strategies for the year
- Integrated, standards-based ELA Block
- Small Group Guided Reading Training followed by observation and coaching by the Literacy Coach
- Use of Continuum of Literacy Learning
- Use of Resource room for small group and independent reading according to appropriate BAS levels

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

BEST Practices will be scaled-up through professional development, observation, feedback and coaching.

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

Kindergarten: LN-LS-CP, BAS, iReady, Cold Rds, Writing, Journeys Unit 5, Go Math PreReq, Go Math assessments, Science A-Z, Leveled Reader Assessments

1st Grade: BAS, iReady, Cold Rds, Writing, Journeys Unit 5, Go Math PreReq, Go Math assessments, Science A-Z, Leveled Reader Assessments

2nd Grade: BAS, iReady, Cold Rds, Writing, Journeys Unit 5, Go Math PreReq, Go Math assessments, Science A-Z, Leveled Reader Assessments, Primary Reading

3rd Grade: BAS, iReady, iReady Standards Mastery, Cold Rds, Writing, Cold Rd, Performance Tasks, Broward Standards Assess., FSA
State Approved Test iReady BOY, Go Math PreReq, Broward Standards Assessment, Go Math assessments, Mini BATs

4th Grade: BAS, iReady, iReady Standards Mastery, Cold Rds, Writing, Cold Rd, Performance Tasks, Broward Standards Assess., FSA
State Approved Test iReady BOY, Go Math PreReq, Broward Standards Assessment, Go Math assessments, Mini BATs

5th Grade: BAS, iReady, iReady Standards Mastery, Cold Rds, Writing, Cold Rd, Performance Tasks, Broward Standards Assess., FSA
State Approved Test iReady BOY, Go Math PreReq, Broward Standards Assessment, Go Math assessments, Mini BATs

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

Pembroke Lakes Support Staff and Administration closely monitor students who are on a PMP or on a Tier through BASIS. Support Staff and administration discuss these students every Monday at weekly Support Staff Meetings and/or Thursdays at weekly RtI Meetings. Administration also discusses student data during observation process. Students not progressing are monitored through data chats throughout the year. Fidelity of Tier II and Tier III interventions are monitored by Support Staff and Administration throughout the year.

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)?

Universal Designs for Learning is utilized throughout the year during weekly team planning meetings. Uniform team lesson planning and lesson plans provide evidence of the use of UDL. In addition, UDL is monitored during observations throughout the year.

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

Teams meet for lesson planning purposes on a weekly basis. During these meetings, standards are unwrapped and instructional materials are analyzed to ensure alignment with the rigor each standard calls for. In ELA, we continue to focus on Balanced Literacy to ensure students are exposed to a variety of text (fiction and

informational) as well as texts at various levels (independent, instructional and frustration) that are deliberately used throughout the Integreated ELA block.

Our Literacy Coach engages teachers in coaching cycles throughout the year, based on need. Administration provides all teachers wth feedback on instructional practices throughout the year.

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?

Last school year, we established a school resource room. Books in this room range from informational to fiction books, leveled by BAS levels. We also have additional titles leveled by Lexile Levels. Additionally, teachers were all given titles related to grade level social studies and science texts. Finally, teachers were provided with additional texts to keep in their classroom libraries for student access. Lastly, our students have access to a plethora of online texts, including articles, fiction, and non-fiction texts through NewsELA, BookFlix, and Tumble Books.

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

Implementation of the Social and Emotional Learning Standards are addressed through our School Wide Social and Emotional Learning Action Plan.

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
We utilize a school wide positive behavior plan which places an emphasis on setting expectations rather than listing rules. Students are recognized for personal qualities and achieving their personal and academic goals within the classroom, school wide and in the community.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
We have adopted and implemented multiple programs which facilitating discussions and ongoing activities to reduce social isolation and create a connected and inclusive school climate. These programs provide students with the strategies to develop and maintain postive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
Students are provided with the opportunities for project based learning and "productive struggle" within the classroom. As a school and community, students participate in Pelican Pride Bucks (ongoing) and school wide efforts to help the community (i.e. Harvest Drive).

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

The Social Emotional Learning competencies are addressed through our SEL Action Plan. Students are provided with a variety

Self-Awareness and Self-Management

- Classroom Behavior Charts (i.e. Class Dojo)

- Leaps Lessons
- Pelican Pride Buck
- Pelican Bucks
- Kids of Character Lessons
- Pembroke Pines Student of the Month
- Student data chat and student conferences
- Students receive and utilize agendas
- Small group guidance lessons

Social-Awareness and Relationships Skills

- Sanford Harmony
- Diversitiy literature and lessons
- Start With Hello
- Student-led discussions
- Community Norms
- Project Based Learning

Responsible Decision Making

- Project Based Learning
- Opportunties for "productive struggle" to work on a problem independently or in a small group before bringing the topic to a larger discussion

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

Students are supported in an educational environment that provides tools and technology to collaborate and communicate which in turn empowers them to become critical thinkers, problem solvers and lifelong learners.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Classroom instruction will include the use of manipulatives to support student learning.	Marsha Wagner, Lacresha Cooper, K-5 Teachers	6/5/2019		$0.00
Implement C.A.R.E. Instructional Cycle, with emphasis on remediation and enrichment with fidelity.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Balanced Literacy	$0.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Effectively integrate science resources (STEMScopes & Science A to Z) into instruction and the Integrated ELA block	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Cadre 10 Professional Learning for Science A-Z and Stemscopes	$0.00
Effectively integrate Go Math Personal Math Trainer into mathematics instruction.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Cadre 10 Professional Learning for Standards-based Effective Math Instruction	$0.00
Early identification of qualifying students for the Academically Challenging Curriculum to Enhance Learning (ACCEL) program	Marsha Wagner; Lacresha Cooper; Rose Fultz; K-5 Teachers	6/5/2019	Standards-based Effective Math Instruction	$0.00
Establish grade level Professional Learning Communities focused on data analysis and technology integration.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	iReady Professional Development, Lighthouse Schools and Office 365 tools	$0.00
Implement a blended learning environment that personalizes learning by differentiating the path, pace and place of learning.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Microsoft Academy and Lighthouse School Professional Development	$0.00
Utilize Microsoft Office 365 applications to support technology integration in the classroom.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Microsoft Academy and Lighthouse School Professional Development	$0.00
Use of clearly stated learning goals accompanied by a scale and student evidence rubric.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Marzano Instructional Strategies	$0.00
Differentiate classroom instruction based on formative assessments.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/5/2019	Balanced Literacy, Science A-Z, Stemscopes, and Standards-based Effective Math Instruction	$0.00

School Improvement Plan (SIP)

School Name   Perry, A.C. K-8 (1631)

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
Annabel C. Perry PreK-8 Professional Learning Community	Monday Tuesday Wednesday Thursday Friday		8/20/2018 - 5/31/2019	2:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8

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	66	12.10	3.00	0.00	45.50	10.60
01	77	22.10	2.60	0.00	28.60	7.80
02	84	16.70	0.00	0.00	19.00	8.30
03	85	17.60	3.50	0.00	28.20	9.40
04	105	14.30	0.00	0.00	47.60	6.70
05	97	12.40	1.00	0.00	44.30	7.20
06	90	12.20	21.10	15.60	33.30	17.80
07	64	7.80	17.20	21.90	50.00	25.00
08	67	4.50	11.90	10.40	26.90	13.40

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 school-level progress monitoring data is collected through the data system BASIS to identify students who are tested from previous years as the lowest percentiles. Students who were assessed in PreK are identified by their scores achieved on Battelle Developmental Inventory (BDI). Kindergarten students are identified using Burns and Row Upper and Lower Case letter and sound recognition, Concepts of Print, and Benchmark Assessment System (BAS). First through second grade student indicators are derived from the Benchmark Assessment System (BAS) and Beginning of Year Assessments. Third through 8th grade students are identified based on previous years' BAS scores, FSA scores, or beginning of the year assessments. BASIS tracks students' behaviors. Each year, the classroom teacher inputs academic/behavioral data related to formal assessments and /or behavioral observations. The RtI team is responsible for entering RtI data into BASIS. RtI information is entered depending on the referral of tiered level. Interventions include using scientifically research based curriculum and district Diversity Prevention and Intervention (DPI) strategies and materials to intervene and

progress monitor behaviors. The school uses the DPI's RtI flow chart to ensure fidelity of students not progressing toward school and district goals. The school uses observation and school-wide policies to ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles that aims to develop a flexible learning environment by grouping students in collaborative and cooperative groups to facilitate individual and group learning needs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	10/17/2018 - 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
SACminutes_October_Annabel-C.PerryPK8.pdf	October	A+ Funds	11/5/2018
AC-Perry-SAC-ByLaws.pdf	November	SAC ByLaws	11/1/2018
AC-Perry-SAC-Committee-Membership.pdf	November	None	11/1/2018
SAF-Meeting-Dates-2018_2019_Annabel-C.-Perry-PK8.docx	October	A+ Funds	10/11/2018
SAC-Meeting-Dates-2018_2019_Annabel-C.-Perry-PK8.docx	October	A+ Funds	10/11/2018
SAC-sign-in-September-2018_Annabel-c.-Perry-PK-8_1631.pdf	September	A+ Funds	10/4/2018
SAC-sign-in-October-3_2018.pdf	October	A+ Funds	10/4/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC_Meeting_Minutes_September-5_Annabel-C.-Perry-PreK-8_1631.doc	September	A+ Funds	10/4/2018
SAC_AprilAgenda_Annabel-C.-Perry-PreK-8_1631.docx	October	A+ Funds	10/3/2018

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
0	N/A				

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 Florida Standards Assessment, Annabel C. Perry PreK-8's percentage of total points went from a 45 to a 44 which kept Annabel C. Perry at a letter grade of a "C". When looking at specific instructional areas, the ELA achievement increased by 1 percentage making it 41%. In addition, the percentage of learning gains as well as the lowest 25% making gains increased from 50 to 54 and 42 to 55 respectively. This percent of increase can be attributed to authentic PLC's which focused on the CARE process. Although, Annabel C.Perry PreK-8's overall math achievement and lowest 25% in math declined, the general learning gains category remined the same. Our overall achievement in Science decreased from a 43 to a 34.

As reflected in the above data, math and science will be a major focus due to a drop in overall proficiency. ELA will be a second area of focus since the scores increased over the last year. Other subjects targeted are Civics and Writing . The overall goal for Annabel C. Perry is to increase school scores by at least 4 percentage points from 44 to 48.

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

The BEST Practices we will scale-up to improve teaching and learning in order to increase performance are Focused and Authentic PLC and PD's at each grade level along with the Embedded High Quality RtI Process in an effort to meet the needs of our diverse population.

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

 PLC'S-SCALING UP

- One 1/2 hour common planning per grade level/and or content areas for K-5 teachers.
- Weekly content/grade level PLC's with focus on standards-based instruction.
- District Instructional Facilitators provided direct support to subject area teachers
- Teacher professional development opportunities encouraged and then followed up

Ongoing progress monitoring to ensure students are moving in the right direction

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

All standards based assessments (iReady standards mastery, LAFS interim assessments, Go Math assessments, CARE Cycle Minis etc) are collected and placing into a reflective data analysis sheet where students can be tracked for each standard taught as they move toward mastery. This data progress monitoring also includes all District and State assessments.

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

 Through a valid and ongoing data analysis, Annabel C. Perry can ensure students are growing towards mastery of each standard taught. If a gap is identified, remediation takes place to assist the student with the needed information. In addition, through the data collection process, the monitoring of students who are not making gains allow for a fluid RtI process. Research based interventions, specific to the individual students needs are always provided and tracked based on a common goal.

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

Teachers are encouraged to attend development in the areas that THEY need. This conversation is based on an in-depth data analysis of previous years students as well as current data trends. Coaching and modeling is used throughout the school to promote UDL. In addition, the IB curriculum is promoted and used to support global learners who are reflective and active thinkers in all aspects of their learning.

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

Classroom walkthroughs and authentic PLC's.

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

Core: Journeys, Connections, Go Math
Supplemental- iReady, LAFS, Square Panda, LLI, Fundations,
Remediation- iReady, LLI, Fundations, Square Panda, Jouneys

****Grade level is dependent on INDIVIDUAL student need****

The use of the Guided Reading Book Room as well as the new Science and Social Studies leveled readers help to ensure a balanced approach to learning. Teachers have a plethora of resources to ensure that all levels are being exposed to various texts and genres

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

The standards are implemented through ongoing development of Social Emotional Learning in daily classroom activities and lessons. In addition, our IB program and other programs such as Ride the Wave, model how to become mindful of one's learning experience and develops SEL goals over time. All of these programs hold key components of the SEL standards.

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

Different SEL programs are used to assist in the teaching of the competencies. LEAPS, Ride the Waves, Start with Hello, and International Bachelorette curriculum all take place throughout Annabel C. Perry PreK-8.

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

The policy at Annabel C. Perry PreK-8 supports the education of the whole child through the reflective mindset of IB curriculum. Students are consistently viewing their educational pathways through a global lens and using various perspectives to work on their own individual growth mindset. We firmly believe that all children are capable and by keeping the pulse of each child's educational process through progress monitoring, we can ensure every child continues to reach their potential.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Authentic PLC's, effective PD's, Progress Monitoring	Thomas Correll, Jennifer O;Neal, Genevieve Leydig	6/7/2019		

School Improvement Plan (SIP)

School Name   Perry, A.C. K-8 (1631)

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
Annabel C. Perry PreK-8 Professional Learning Community	Monday Tuesday Wednesday Thursday Friday		8/20/2018 - 5/31/2019	2:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8

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	66	12.10	3.00	0.00	45.50	10.60
01	77	22.10	2.60	0.00	28.60	7.80
02	84	16.70	0.00	0.00	19.00	8.30
03	85	17.60	3.50	0.00	28.20	9.40
04	105	14.30	0.00	0.00	47.60	6.70
05	97	12.40	1.00	0.00	44.30	7.20
06	90	12.20	21.10	15.60	33.30	17.80
07	64	7.80	17.20	21.90	50.00	25.00
08	67	4.50	11.90	10.40	26.90	13.40

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 school-level progress monitoring data is collected through the data system BASIS to identify students who are tested from previous years as the lowest percentiles. Students who were assessed in PreK are identified by their scores achieved on Battelle Developmental Inventory (BDI). Kindergarten students are identified using Burns and Row Upper and Lower Case letter and sound recognition, Concepts of Print, and Benchmark Assessment System (BAS). First through second grade student indicators are derived from the Benchmark Assessment System (BAS) and Beginning of Year Assessments. Third through 8th grade students are identified based on previous years' BAS scores, FSA scores, or beginning of the year assessments. BASIS tracks students' behaviors. Each year, the classroom teacher inputs academic/behavioral data related to formal assessments and /or behavioral observations. The RtI team is responsible for entering RtI data into BASIS. RtI information is entered depending on the referral of tiered level. Interventions include using scientifically research based curriculum and district Diversity Prevention and Intervention (DPI) strategies and materials to intervene and

progress monitor behaviors. The school uses the DPI's RtI flow chart to ensure fidelity of students not progressing toward school and district goals. The school uses observation and school-wide policies to ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles that aims to develop a flexible learning environment by grouping students in collaborative and cooperative groups to facilitate individual and group learning needs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	10/17/2018 - 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
SACminutes_October_Annabel-C.PerryPK8.pdf	October	A+ Funds	11/5/2018
AC-Perry-SAC-ByLaws.pdf	November	SAC ByLaws	11/1/2018
AC-Perry-SAC-Committee-Membership.pdf	November	None	11/1/2018
SAF-Meeting-Dates-2018_2019_Annabel-C.-Perry-PK8.docx	October	A+ Funds	10/11/2018
SAC-Meeting-Dates-2018_2019_Annabel-C.-Perry-PK8.docx	October	A+ Funds	10/11/2018
SAC-sign-in-September-2018_Annabel-c.-Perry-PK-8_1631.pdf	September	A+ Funds	10/4/2018
SAC-sign-in-October-3_2018.pdf	October	A+ Funds	10/4/2018

File Name	Meeting Month	Document Type	Uploaded Date
SAC_Meeting_Minutes_September-5_Annabel-C.-Perry-PreK-8_1631.doc	September	A+ Funds	10/4/2018
SAC_AprilAgenda_Annabel-C.-Perry-PreK-8_1631.docx	October	A+ Funds	10/3/2018

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
0	N/A				

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 Florida Standards Assessment, Annabel C. Perry PreK-8's percentage of total points went from a 45 to a 44 which kept Annabel C. Perry at a letter grade of a "C". When looking at specific instructional areas, the ELA achievement increased by 1 percentage making it 41%. In addition, the percentage of learning gains as well as the lowest 25% making gains increased from 50 to 54 and 42 to 55 respectively. This percent of increase can be attributed to authentic PLC's which focused on the CARE process. Although, Annabel C.Perry PreK-8's overall math achievement and lowest 25% in math declined, the general learning gains category remined the same. Our overall achievement in Science decreased from a 43 to a 34.

As reflected in the above data, math and science will be a major focus due to a drop in overall proficiency. ELA will be a second area of focus since the scores increased over the last year. Other subjects targeted are Civics and Writing . The overall goal for Annabel C. Perry is to increase school scores by at least 4 percentage points from 44 to 48.

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

The BEST Practices we will scale-up to improve teaching and learning in order to increase performance are Focused and Authentic PLC and PD's at each grade level along with the Embedded High Quality RtI Process in an effort to meet the needs of our diverse population.

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

 PLC'S-SCALING UP

- One 1/2 hour common planning per grade level/and or content areas for K-5 teachers.
- Weekly content/grade level PLC's with focus on standards-based instruction.
- District Instructional Facilitators provided direct support to subject area teachers
- Teacher professional development opportunities encouraged and then followed up

Ongoing progress monitoring to ensure students are moving in the right direction

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

All standards based assessments (iReady standards mastery, LAFS interim assessments, Go Math assessments, CARE Cycle Minis etc) are collected and placing into a reflective data analysis sheet where students can be tracked for each standard taught as they move toward mastery. This data progress monitoring also includes all District and State assessments.

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

 Through a valid and ongoing data analysis, Annabel C. Perry can ensure students are growing towards mastery of each standard taught. If a gap is identified, remediation takes place to assist the student with the needed information. In addition, through the data collection process, the monitoring of students who are not making gains allow for a fluid RtI process. Research based interventions, specific to the individual students needs are always provided and tracked based on a common goal.

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

Teachers are encouraged to attend development in the areas that THEY need. This conversation is based on an in-depth data analysis of previous years students as well as current data trends. Coaching and modeling is used throughout the school to promote UDL. In addition, the IB curriculum is promoted and used to support global learners who are reflective and active thinkers in all aspects of their learning.

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

Classroom walkthroughs and authentic PLC's.

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

Core: Journeys, Connections, Go Math
Supplemental- iReady, LAFS, Square Panda, LLI, Fundations,
Remediation- iReady, LLI, Fundations, Square Panda, Jouneys

****Grade level is dependent on INDIVIDUAL student need****

The use of the Guided Reading Book Room as well as the new Science and Social Studies leveled readers help to ensure a balanced approach to learning. Teachers have a plethora of resources to ensure that all levels are being exposed to various texts and genres

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

The standards are implemented through ongoing development of Social Emotional Learning in daily classroom activities and lessons. In addition, our IB program and other programs such as Ride the Wave, model how to become mindful of one's learning experience and develops SEL goals over time. All of these programs hold key components of the SEL standards.

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

Different SEL programs are used to assist in the teaching of the competencies. LEAPS, Ride the Waves, Start with Hello, and International Bachelorette curriculum all take place throughout Annabel C. Perry PreK-8.

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

The policy at Annabel C. Perry PreK-8 supports the education of the whole child through the reflective mindset of IB curriculum. Students are consistently viewing their educational pathways through a global lens and using various perspectives to work on their own individual growth mindset. We firmly believe that all children are capable and by keeping the pulse of each child's educational process through progress monitoring, we can ensure every child continues to reach their potential.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Authentic PLC's, effective PD's, Progress Monitoring	Thomas Correll, Jennifer O;Neal, Genevieve Leydig	6/7/2019		

School Improvement Plan (SIP)

School Name   Pines Lakes ES (2861)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLE - Literacy PLC (Day 16/17/18 of the 20 day cycle) - Days vary	Wednesday		9/6/2018 - 5/31/2019	1:50 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

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	94	29.80	2.10	0.00	36.20	10.60
01	81	16.00	0.00	0.00	40.70	4.90
02	87	16.10	0.00	0.00	18.40	3.40
03	74	24.30	2.70	0.00	28.40	6.80
04	92	18.50	1.10	0.00	19.60	2.20
05	105	15.20	1.90	0.00	21.00	2.90

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.

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

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

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

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

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

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/6/2018 - 5/27/2019	8:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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
2861_SAF-Bylaws.pdf	October	SAF ByLaws	10/31/2018
Pines-Lakes-SAC-Membership.pdf	October	None	10/26/2018
2861_SAC_MeetingSchedule.pdf	October	None	10/23/2018
SACminutes_Aug31_2018.pdf	August	Monitored	10/19/2018
SigninSheets_Sept282018.pdf	September	Monitored	10/19/2018
September-2018-SAC-Agenda.docx	September	Monitored	10/19/2018
PinesLakes_Bylaws18-19.pdf	September	SAC ByLaws	10/5/2018
Agenda_Aug312018.pdf	August	Monitored	9/11/2018

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

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

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

Goals

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

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

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in

order to increase performance within the SES Band?

The best practices that we will scale up will be our PLCs.

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

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

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

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

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

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

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

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

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

Classroom walkthroughs, Lesson Plan collection, formal reviews of progress monitoring data.

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

mediums?

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

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

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

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

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

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

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

Strategies & Activities

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

School Improvement Plan (SIP)

School Name   Silver Palms ES (3491)

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
Silver Palms 2018-2019	Tuesday Thursday	2nd3rd	9/11/2018 - 4/18/2019	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
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	96	11.50	0.00	0.00	17.70	4.20
01	103	6.80	0.00	0.00	16.50	1.90
02	105	10.50	0.00	0.00	11.40	2.90
03	118	3.40	0.80	0.00	15.30	0.00
04	117	6.00	0.00	0.00	12.00	0.00
05	101	7.90	0.00	0.00	19.80	0.00

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

K to 5 iReady Profile Lessons for Phonics Phonemic Awareness Vocabulary and Comprehension
K and 1 Fundations
K to 2   Words Their Way
1 to 5 Great Leaps
K to 3 Journeys Reading Toolkit
4 to 5 Journeys Literacy Toolkit
1 to 4 Words Their Way
1 to 3 Leveled Literacy Intervention LLI
K to 5 Rally System
K to 5 Go Math Strategic Intervention
K to 5 iReady Profile Lesson Mathematics
K to 2 Touch Math

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	3rd	9/18/2018 - 5/21/2019	9:00 AM - 1:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

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

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

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
SPE_Integrated_literacy_flyer_18-19.pdf		10/18/2018
Student-Survey.pdf		10/18/2018
Parent-Survey.pdf		10/18/2018

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_Bylaw_SILVER_PALMS_ELEMENTARY_2019.docx	October	SAF ByLaws	10/29/2018
Silver-Palms-SAC-ByLaws.pdf	October	SAC ByLaws	10/26/2018
SAC-Composition-Membership.pdf	August	None	10/24/2018
SAC_August_2018_Agenda_Attendance_Minutes.pdf	September	Monitored	9/24/2018
SAF_August_2018.pdf	August	None	9/24/2018
SAC_August_2018_Agenda_Attendance_Minutes.pdf	August	SAC ByLaws	9/24/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	438	52 of 118	1	66	132

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?

Silver Palms Elementary had 68% of students scoring satisfactory or higher on the ELA Florida Standards Assessment (FSA), 73% on the Math FSA, and 55% on the Science FSA. In June 2017-2018 FSA Reading Gains for lowest 25% was 52% and Math Gains for lowest 25% was 52%. Based on these results, we will focus on the area of ELA and math to demonstrate improvement in student achievement, with emphasis on the lowest 25%.

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

Teachers will implement the Balanced Literacy Framework, with an emphasis on the implementation and improvement of the use of Small Guided Reading instructional practices at all grade levels.
Teachers will implement standards-based mathematics instruction through the use of the Go Math Guidance document and the updated DOE FSA Test Specifications (3-5).
Additionally, teachers will implement math and reading strategies from all the attended District's trainings.

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

Focused on PLCs in ELA on Small Group Guided Reading (Administering the BAS, forming small groups, identifying teaching target, etc) Focus in Math through District Professional Development on-site and off-site.

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

The school-level progress monitoring data collected are the results from the Benchmark Assessment System administered 3 times a year in grades K-3, iReady Diagnostic for reading and math administered 3 times a year in grades K-5, and the STAR Reading assessment from Renlearn administered quarterly in grades 1-5.

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

Silver Palms ensures the fidelity of students not progressing towards school and district goals by recording Tiered instruction interventions in BASIS and following up with meetings to discuss the outcomes.

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)?

Silver Palms ensures that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning for effective instructional design and delivery by conducting formal and informal observations, conducting data chats, and quarterly collection of lesson plans which reflect the lesson plan checklist criteria. Instructional practices reflect the use of the WIDA CAN Do descriptors, ESE accommodations and modifications, and Social-Emotional Learners standards.

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

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

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

ELA K-5 : Journeys, TFK, iReady,
Mathematics K-5: Go Math Mathematics, iReady
Dual Language Classes K-4: Senderos, IStation

Science K-5: Science A-Z, Stemscopes
Social Studies K-5: Read Aloud collections
Additional teacher created resources.
The school follows the Balanced Literacy Framework, the Fountas and Pinnel Continuum, and has a
Resource Book Room with a variety of leveled readers in a variety of genres.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
FSA Camp	Literacy Coach	1/14/2019		$2,000.00
Standards-Based Instruction	Shannon Arias	9/17/2018	Standards-Based Math Training	$0.00
Guided Reading Training	Literacy Coach	10/15/2018	Small Guided Reading Groups Training	$0.00

School Improvement Plan (SIP)

School Name   Wilton Manors ES (0191)

School Year   2018 - 2019

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

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

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Driven PLCs- ELA and Math	Friday	1st4th	9/5/2018 - 5/10/2019	1:00 PM - 1:50 PM	3
Data Driven PLCs- ELA and Math	Friday	1st4th	9/5/2018 - 5/10/2019	9:50 AM - 10:40 AM	K
Data Driven PLCs- ELA and Math	Friday	1st4th	9/5/2018 - 5/10/2019	9:00 AM - 9:50 AM	2
Data Driven PLCs- ELA and Math	Wednesday	1st4th	9/5/2018 - 5/10/2019	1:55 PM - 2:45 PM	4
Data Driven PLCs- ELA and Math	Wednesday	1st4th	8/5/2018 - 5/10/2019	11:40 AM - 12:30 PM	5
Data Driven PLCs- ELA and Math	Wednesday	1st4th	9/5/2018 - 5/10/2019	10:45 AM - 10:35 AM	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	103	11.70	1.90	0.00	21.40	3.90
01	108	13.00	0.00	0.00	30.60	4.60
02	104	10.60	1.90	0.00	18.30	1.00
03	104	13.50	1.00	0.00	25.00	4.80
04	111	8.10	4.50	0.00	32.40	3.60
05	90	7.80	2.20	0.00	21.10	2.20

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

Academics
- Teachers assess students' to find their instructional level using the Benchmark Assessment System (BAS) and iReady Diagnostic for Reading and GoMath Prerequisite Skills Test and iReady Diagnostic for Math.
- Assessment results are analyzed during data chats, Data- Driven Professional Learning Communities (PLCs), and team meetings.

- Tier 1/ Tier 2 academic strategies are implemented for students who need additional support; strategies are documented on BASIS 3.0.
- MTSS Meetings are held to discuss struggling students. Desired outcomes of the MTSS Meetings are to address area of concern, develop an intervention plan, determine progress monitoring procedures, and schedule a date/time to reconvene to review student response.
- Literacy and Math coaches collaborate with teachers when developing and implementing academic interventions and progress monitoring procedures.

Behavior
- Teachers assess present level of student functioning in behavior.
- Behavior strategies are implemented for students who need additional support; strategies are documented on BASIS 3.0
- MTSS Meetings are held to discuss struggling students. Desired outcomes of the MTSS Meetings are to address area of concern, develop an intervention plan, determine progress monitoring procedures, and schedule a date/time to reconvene to review student response.
- Teachers collaborate with the guidance counselor to promote desired behavior and ensure meaningful participation in instruction.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/6/2018 - 5/30/2019	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
SAC_SAF_Schedule.docx	October	None	10/25/2018
SAF_Bylaw.pdf	October	SAF ByLaws	10/13/2018
SAC_Composition.pdf	September	None	10/13/2018
SAC-ByLaws.pdf	September	SAC ByLaws	9/16/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

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

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	328	131 of 156	1	117	234

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?

Wilton Manors Elementary will focus on student learning gains in English Language Arts (ELA). According to the 2017-18 FSA data, 43% of third through fifth grade students in the lowest quartile made a learning gain.

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?

Wilton Manors Elementary will scale up BEST Practice #2 An Embedded High Quality RtI Process to improve teaching and learning.

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

1. Professional Development for teachers on how to enter Tier 1 strategies and refer students for CPST using BASIS.
2. Hold MTSS meetings twice a month to ensure all students of concern are being discussed and monitored. Invite families to attend meetings to increase participation of all stakeholders.
2. Use classroom, BAS, iReady, and intervention data to make instructional decisions regarding interventions and progress

of students.
3. All teachers are receiving on-going Professional Development on BAS and guided reading to ensure instruction is of high quality and done with fidellity.
4. Literacy Coach and administrators do weekly walkthoughs during Tier 2/Tier 3 intervention time.
5. ELO for all K-5 struggling ELA students.

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

All K-3rd grade students and select 4th-5th grader students (level 1 and 2 on FSA) participate in BAS three times a year. Students also particpate in iReady Diagnostic three times a year. To progress monitor students progress towards grade level standards, Ready LAFS unit test are administered..

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

Literacy PLCs are held every six weeks. During PLCs best practices are shared as curriculum, enrichment, and remediation are planned for individual students. Common trends amongst grade level teachers and students are identified. Additionally, teachers meet with administration and curriculum coaches quarterly to discuss individual students not progressing towards goals. Students are looked at closely and referred to MTSS if additional interventions are 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)?

Literacy PLCs are held every six weeks. During PLCs best practices are shared as curriculum, enrichment, and remediation are planned. Literacy coach and administration complete weekly walkthroughs to ensure classroom instruction is accessible to the full range of learners. Ongoing feedback and coaching is provided to teachers.

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

A school wide focus has been placed on balanced literacy. Kindergarten through fifth grade teachers will attend district BAS and Guided Reading training. Ongoing training on small group guided reading and independent reading will be provided by the literacy coach. Fourth and fifth grade teachers will attend DBQ training and will receive ongoing training by literacy coach. Magnet coordinator will guided teachers in implementing social studies and science adoption curriculum in IB PYP Units. Administration and coaches will complete weekly walkthroughs to ensure implementation and provide teachers with ongoing feedback and coaching.

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

Kindergarten through fifth grade teachers are using Ready LAFS to provide students instruction on grade level. Teachers are working with students at their individual instructional level during small group guided reading. Leveled text, science, and social studies adoption materials are integrated and used during the literacy block. Additionally, Fourth and fifth grade teachers integrate DBQs. Intervention programs being used include LLI, IRA, Words their Way, and Making Words.

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

Wilton Manors Elementary is IB Primary Years Program working on developing internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. At Wilton Manors Elementary Passport to Peace is implmented. Teachers work with students to demonstrate appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.

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

Using our Passport to Peace Program students are recognized daily for demonstrating PYP attitudes and learner profiles. Teachers hold Morning Meetings daily to celebrate these students are students earn stickers and badges. When other adults see see with stickers/badges they are encouraged to ask students how they earned that attitude or learner profile. Students are also recognized monthly for specific attitudes during school wide Spirit Assemblies. As students learn in their classrooms PYP attitudes and learner profiles are integrated into the curriculum.

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

Through our Passport to Peace Program students learn at a young age the IB attitudes and are celebrated. As students get older they notice these attitudes in themselves and other students and adults. Learner profiles are also introduced to students. Students show these learner attitudes throughout their time learning in classrooms.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Wilton Manors Elementary 1. increased the amount of MTSS meetings we have from monthly to twice a month to ensure all students of concern are being discussed and monitored. 2. uses data (iReady and LAFS unit tests) to make instructional decisions regarding the interventions and progress of students 3. all teachers are receiving on-going PD in the use of differentiated instruction to ensure instruction is of high quality and done with fidellity 4. Literacy Coach and administrators do weekly walkthoughs during Tier 2/Tier 3 intervention time 5. ELO for all K-5 struggling ELA students.	Pamela Nicholson and Melissa Martinez		BASIS training, BAS and Guided Reading Training	none