

MAPLEWOOD ELEMENTARY
TITLE 1

SCHOOL ADVISORY COUNCIL MEETING

FEBRUARY 28, 2019
2:30 PM



WELCOME!

Sign-in



Review and approve
minutes from January's
meeting



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.

Mrs. Bretz and Mrs. Thibeault



**READING/MATH
PLAN**

SAC 2/28/19



ELA ACTION PLAN

Research shows that effective literacy programs often exhibit three important characteristics:

- 1) Programs employ a balanced approach incorporating research based practices from both literature and skills-based approaches.
 - LLI
 - Guided Reading
- 2) They include reading and writing to, with, and by children.
 - Interactive Read Aloud's/Shared Read Aoud's
 - Interactive Writing
- 3) They move from a high level of teacher support to independence.

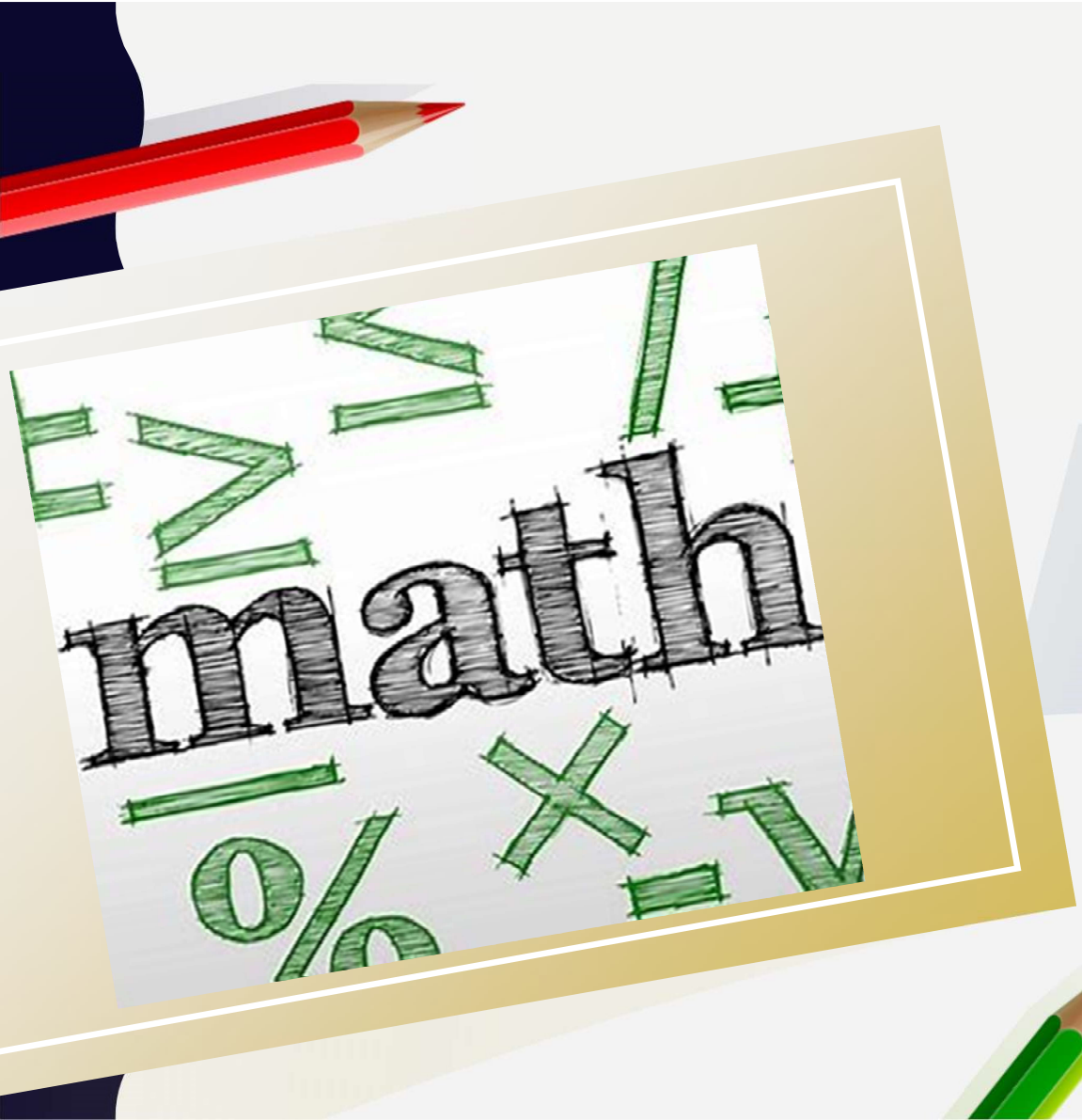
Maplewood's Reading Block is Balanced Literacy



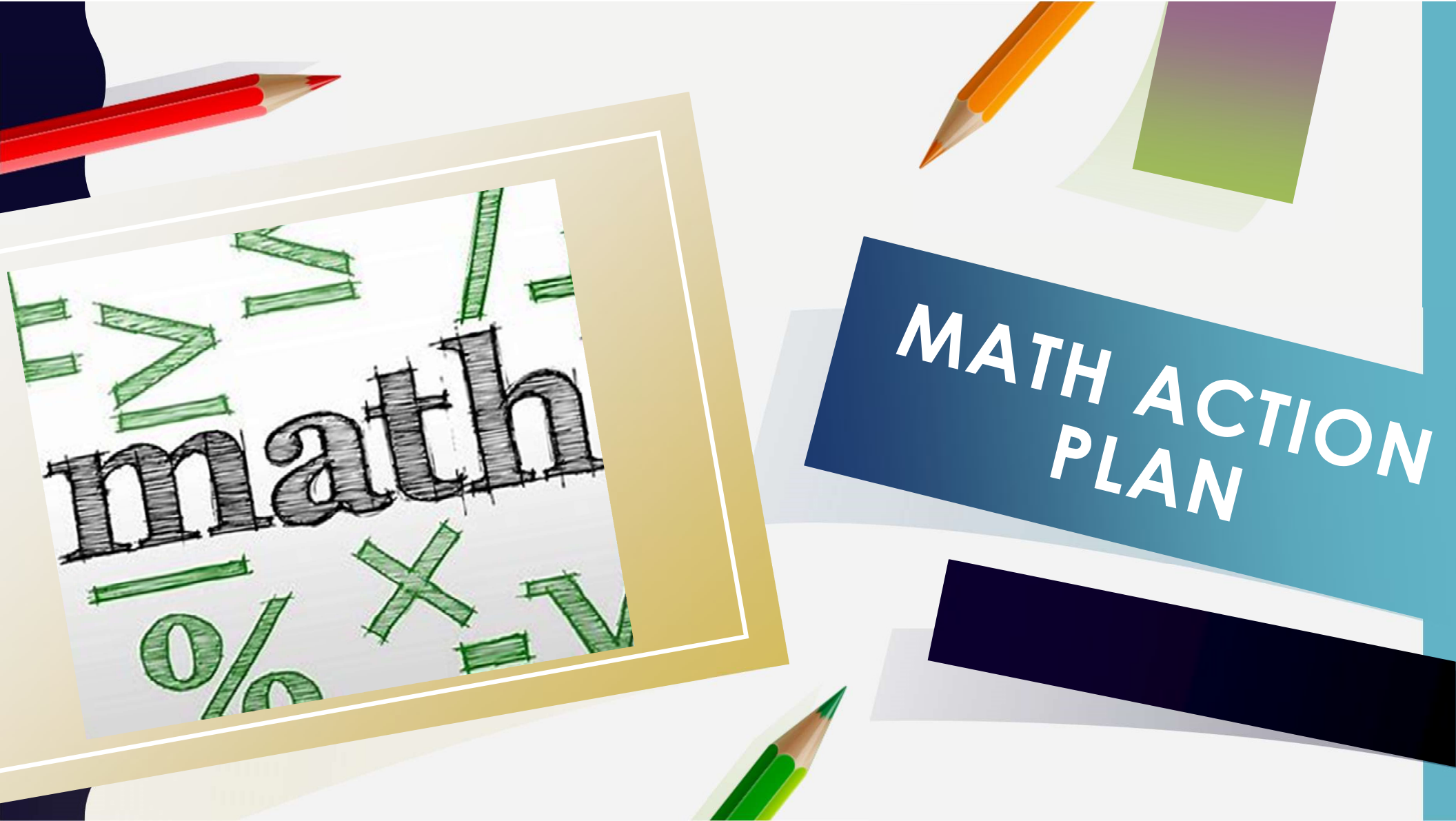
BALANCED LITERACY

Maplewood's Action Plan

Interactive Read Aloud	The teacher reads aloud daily to the whole class from a variety of children's literature (fiction, nonfiction, and poetry). Reading aloud is the single most influential factor in young children's success in learning to read. It builds listening skills and vocabulary, aids reading comprehension, and develops a positive attitude toward reading.
Shared Reading	The children (or a small group of children) see the text, observe the teacher reading it with fluency and expression, and are invited to read along. Eyes on text with voice support is shared reading. Shared reading gives an authentic reason to practice skills and strategies. It crea
Guided Reading	The teacher selects books from a variety of genres for a small group with the expectation that all children can read the selection at an instructional level (90 to 94 percent) with prompts and questions. Guided reading provides the teacher with time to observe reading behaviors. It lets the teacher see the children functioning as readers and helps the teacher know what to stress next to move the children forward.
Independent Reading	The child selects and reads a variety of genres, an integral component of all levels of reading development. Independent reading provides practice and builds fluency and comprehension. It also demonstrates that reading is a priority. It is a time to assist a student in choosing appropriate books and allows them time in reading books of their choice. This helps ensure success and enjoyment
Writing	The teacher and students choose a topic together and share the pen in writing on a large chart paper or overhead transparency. Interactive writing allows explicit instruction when gaps in students' skill become apparent and encourages participation in the writing task



MATH ACTION PLAN



MATH

Maplewood's Action Plan

Gradual Release Model	Modified model where students start with responsibility to persevere and then teacher guides and models in the middle of the process. This instills not only mathematical practices in students but is also founded in a strength based instructional philosophy.
Grade Level Fluency	Daily practice is the ability to apply procedures accurately, efficiently, and flexibly,
Mathematical Practices	Variety of expertise that teachers at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" in math.
Manipulatives	Physical objects that are used as teaching tools to engage students in hands on learning.
Small Group	Small group instruction allows the teacher to differentiate instruction. It provides rigorous, targeting instruction on that particular group's ability level. By utilizing small group instruction, this allows the teacher to help students learn and practice mathematical discourse. The students have the opportunity to engage in meaningful discussions about strategies they are using to solve the problems they are working on. This also helps students who have difficulty putting their ideas into words and allows them to hear their peers' explanations.

FSA CRUNCH PLAN

ELA/MATH CAMP

- Students are selected to participate based on data
- Sessions are during specials

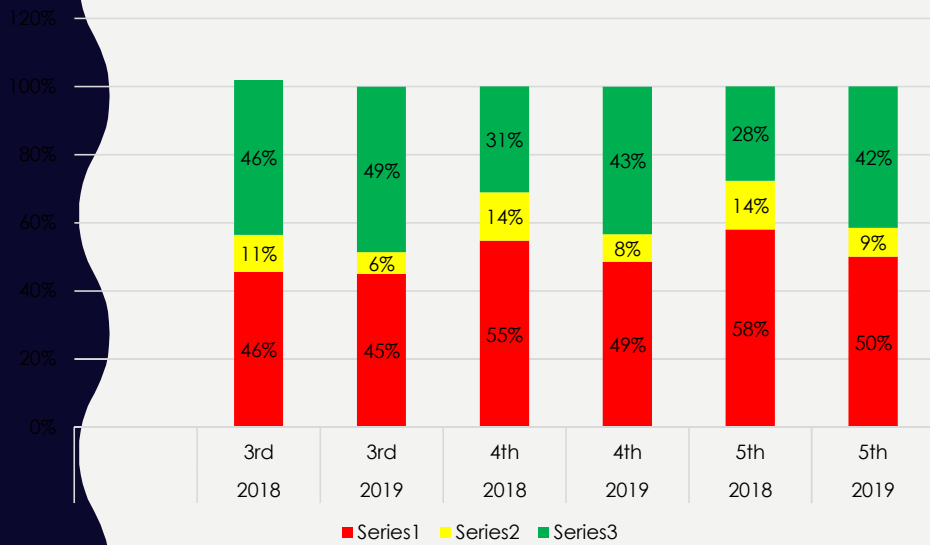
ELA/MATH CRUNCH

- 3rd, 4th and 5th grade students revisit all standards to remediate and/or enrich based on student needs prior to FSA

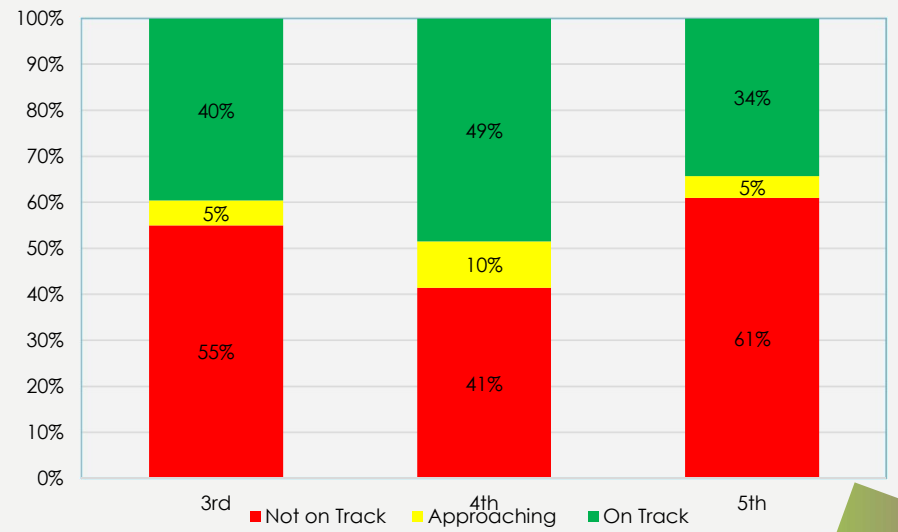
BSA DATA



2 Year BSA-ELA Data

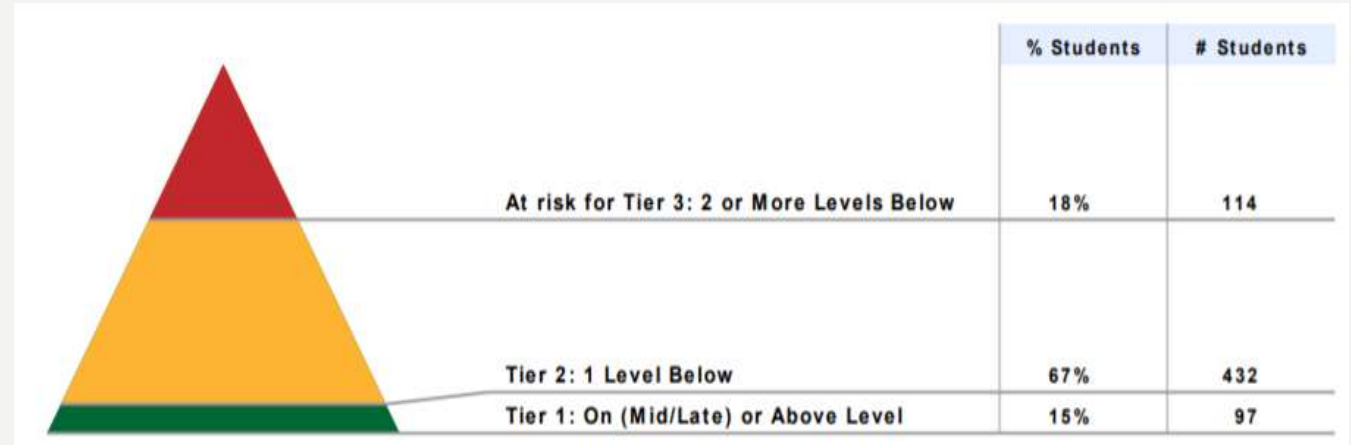


2019 MATH BSA

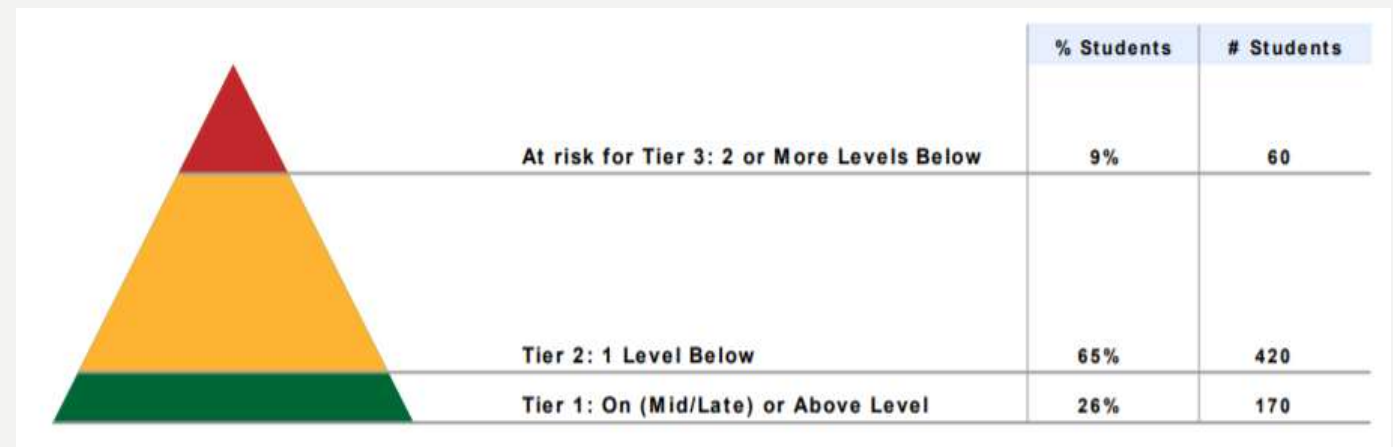


I-READY DATA ELA

DIAGNOSTIC 1

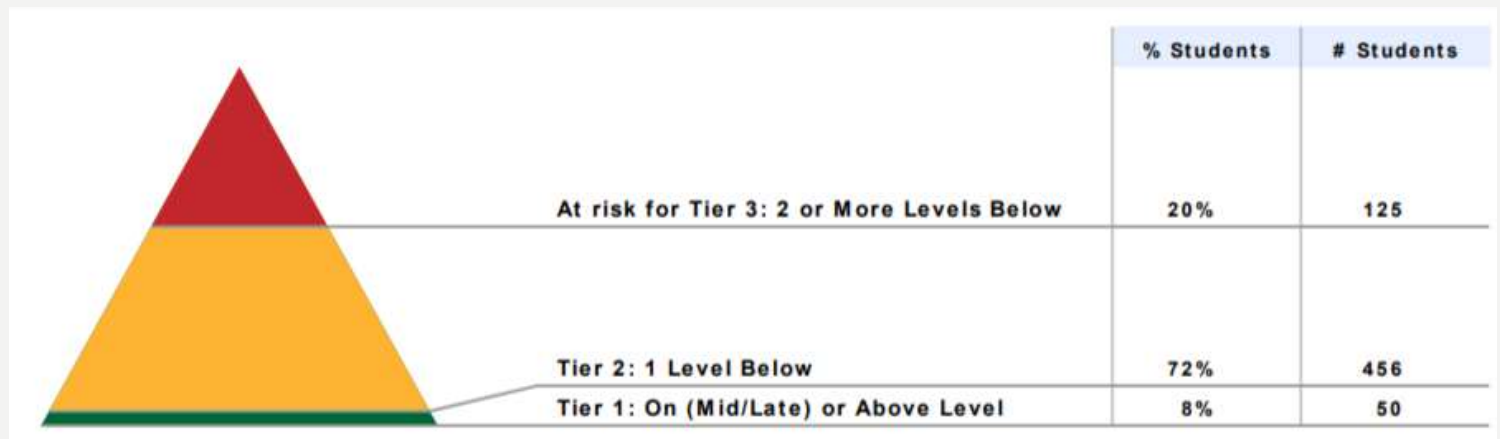


DIAGNOSTIC 2

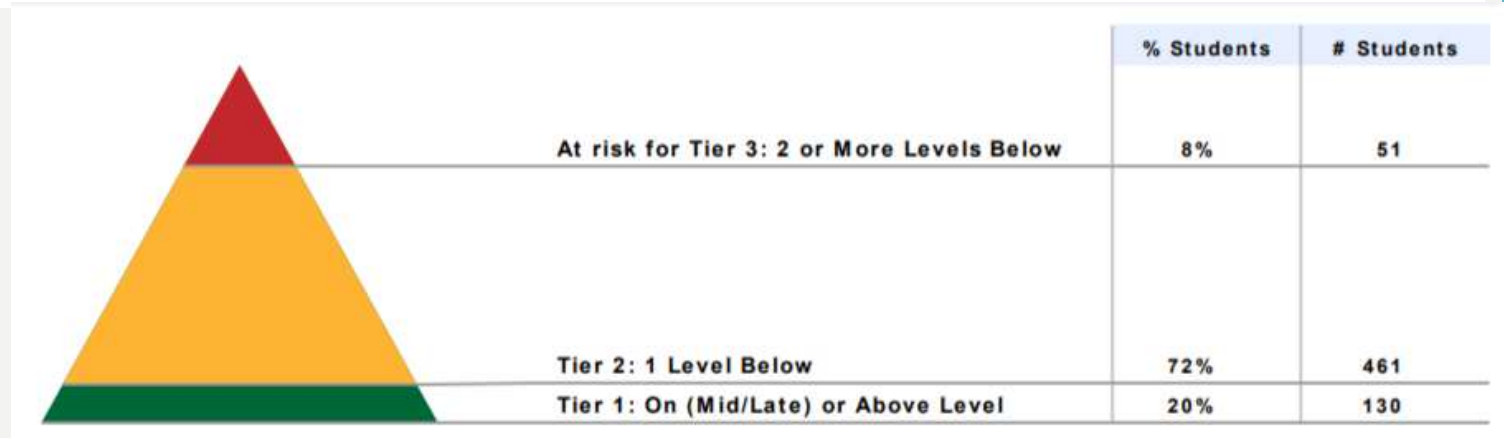


I-READY DATA MATH

DIAGNOSTIC 1



DIAGNOSTIC 2



BEST PRACTICE #1: A FOCUSED AND AUTHENTIC PLC


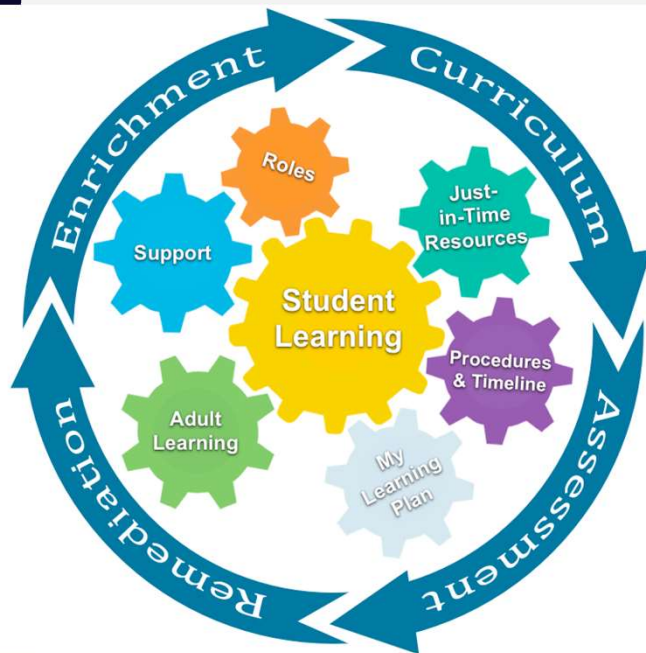
PROFESSIONAL LEARNING COMMUNITIES

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.

Mrs. Thibeault



PROFESSIONAL LEARNING COMMUNITIES



Teachers engage in PLCs to improve student outcomes. PLCs use data to determine student and educator learning needs; develop common team goals; engage in learning to implement research-based strategies and use formative and summative data to evaluate the impact of what was learned and implemented.

ADD A FOOTER

TITLE 1 UPDATES

MRS. THIBEAULT



PRINCIPAL'S REPORT



MRS. ITTY

SCHOOL IMPROVEMENT PLAN STAKEHOLDER SURVEY

- Please answer the questions in the survey to help us revise the School Improvement Plan:
 - How many children do you have in BCPS schools?
 - What is the grade level of your child(ren)?
 - Have you seen the SIP for your child(ren)'s school?
 - If yes, where?



https://www.browardschools.com/Page/35378

The screenshot shows the website for Broward County Public Schools, specifically the School Improvement Plan (SIP) page. The page features a blue navigation bar with links for Home, About Us, Academics, Directory, School Board, Community, Careers, and Contact Us. Below the navigation bar, the page title is "Home » Office of School Performance and Accountability » Office of Service Quality Initiatives » School Improvement Plan (SIP)".

The main content area is divided into three columns:

- Left Column: OFFICE OF SERVICE QUALITY INITIATIVES**
 - A+ Recognition Funds
 - Accreditation
 - Department of Education Reports
 - Differentiated Accountability (DA)
 - Field Trips
 - Innovation Zones
 - School Advisory Council (SAC)
 - Safety, Music/Arts, Athletics
- Middle Column: School Improvement Plan (SIP)**
 - A circular diagram with four nodes: PLAN, DO, STUDY, and ACT, connected by arrows in a clockwise cycle.
 - Text: "School improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. School Improvement is based on a continuous improvement model using research-based accepted best practices. The job of the school improvement team is to lead the development of a school improvement plan that addresses student achievement needs, to monitor the implementation of the plan, and to revise it when appropriate."
 - Link: [View School Improvement Plans \(SIP\)](#)
 - Note: (Download [Adobe Acrobat Reader](#) to view or print PDF)
 - Link: [Click here](#) to preview the SIP survey for schools.
 - Link: [Click here](#) to preview the SIP survey for stakeholders. (This link is circled in red in the original image.)
 - Link: [SIP Training Power Points](#)
- Right Column: CONTACT INFORMATION**
 - Office of Service Quality**
610 Northeast 13th Avenue
Pompano Beach, Florida 33060
 - For Additional Information
Phone: 754-321-3850
 - Donna R. Boruch**
Coordinator, Office of Service Quality
- QUICK LINKS**
 - [View your School's School Improvement Plan 2016 - Present](#)
 - [Florida Department of Education SIP](#)