

## WHAT WORKS

The following are some Best Practices that promote High Performance from 11 schools in two specific categories. The Best Practices are reported from the Council for Educational Change's **Florida School Report** study that conducted site visits and analysis of these schools.

### **CATEGORIES: High Free and Reduced Lunch Limited English Proficiency**

#### **PRINCIPAL LEADERSHIP**

- Demonstrating strong Principal leadership that engages teachers to design, implement and monitor an aggressive student achievement plan
- Providing Principal leadership that is responsive and respected by the community
- Prioritizing and providing targeted professional development--100% teachers and instructional support--that is totally aligned to goals for students
- Concentrating on Reading as the key to student achievement by aligning funds, resources, personnel and providing professional development
- Pursuing funding and personnel enhancements through grants to directly support school improvement goals
- Establishing a climate of appreciation for cultural diversity and sensitivity to the student's heritage

#### **DATA-DRIVEN DECISION-MAKING**

- Acquiring and analyzing as much individual student data as possible, creating data bases as needed
- Basing all curriculum and planning on data and needs assessment
- Benchmarking frequently, even daily, and sharing this information (technology) with all teachers, staff, and administration working with students
- Using all available district support, including technology and data assessment training, to support site analysis

#### **INSTRUCTION and TEACHERS**

- Providing opportunities for students to spend more time on task--before and after school and weekends
- Implementing literacy programs
- Using specialized technology programs that improve student literacy and reading
- Recruiting and retaining highly qualified and committed teachers who are dedicated to teaching and reaching students and their parents
- Providing additional support--clerical, paraprofessional, volunteers, retired teachers--to free classroom teachers to teach

#### **PARENT/COMMUNITY ENGAGEMENT**

- Establishing the school as the hub and heart of the community; keeping the school open and active after hours
- Promoting bilingualism and biliteracy with high expectations in both English and the native language
- Building strong partnerships—business, volunteers, community, and mentors--that impact student achievement and link the school's success to the community's welfare
- Implementing literacy programs with strong parent skill components, as well as learning technology use
- Providing meaningful opportunities for parental involvement that improve academic performance and the lives of the entire family
- Contacting, outreaching (home visits), and meeting with parents frequently to discuss children's progress, needs and support from home
- Assigning responsibilities to parents for their student's educational progress

## WHAT WORKS-Categories and Schools 2002

Schools with both 50 percent or more of their students on the State's Free and Reduced Lunch Program (FRL) and 10 percent or more of their students classified as Limited English Proficiency (LEP):

- **Charles R. Hadley Elementary, Dade County**
- **Coral Park Elementary, Dade County**
- **Dante B. Fascell Elementary, Dade County**
- **Flamingo Elementary, Dade County**
- **Ludlam Elementary, Dade County**
- **Village Green Elementary, Dade County**
- **Wahneta Elementary, Polk County**
- **Wesley Matthews Elementary, Dade County**

Schools with 50 percent or more of their students receiving Free and Reduced Lunch:

- **Inwood Elementary, Polk County**
- **Sunrise Elementary, Volusia County**
- **West Riverside Elementary, Duval County**