

Floranada ES (0851)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2018 - 2019)	A
Title 1 School	Yes
Differentiated Accountability (DA)	No

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
0851_PLC PreK-Grade5, Special Programs, Specials	Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	8/8/2019 - 3/19/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2017-2018						
Grade Level	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	136	17.00	1.00	0.00	0.00	3.00
01	104	6.00	0.00	0.00	0.00	2.00
02	124	11.00	0.00	0.00	0.00	1.00
03	115	5.00	0.00	0.00	12.00	2.00
04	136	15.00	1.00	0.00	12.00	9.00
05	126	14.00	2.00	0.00	15.00	13.00

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

Students that are identified under the early warning system will be identified by their teacher. The teacher will enter Tier 1 strategies in BASIS for each child. If they feel as though their tier 1 instruction is not adequate, teachers will create a referral to RTI. Once they create a referral, the RTI team will develop research based strategies for each child and monitor as needed.

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/19/2020	9:30 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.	

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
Agenda-Minutes-SignIn_Oct2019.pdf	October	Monitored	10/22/2019
SAC-ByLaws_2019-2020.pdf	October	SAC ByLaws	10/15/2019
Floranada_-2019-2020-Committee-Membership.pdf	October	SAC ByLaws	10/15/2019
Floranada_-2019-2020-SAC-Meetings-.pdf	October	SAC ByLaws	10/15/2019
SAC-Position-Info_Floranada.pdf	October	SAC ByLaws	10/15/2019
Agenda_Minutes_SignIn-Sept2019.pdf	September	Monitored	9/24/2019

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

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The principal, assistant principal, literacy coach and teachers are responsible to ensure classroom instruction is aligned to grade-level standards. Administrators observe teachers, complete walkthroughs using the SIM tool and with area directors. Teacher implement lessons plan, interactive read alouds, shared reading, small group guided reading and writing about reading as evidenced by their lesson plans.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Teachers participate in regular data chats to review data with administration, literacy coach, and literacy coach. Teachers progress monitor using STAR, iReady, BAS, classroom observations and classwork consistently.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Our school uses regular review of data with teachers to identify struggling students. After a student is identified as struggling, we use the Response to Intervention model to provide necessary supports. We also implement intensive interventions for students in K-5 who have been identified as having a reading deficiency or who are reading below grade level on statewide ELA assessments.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Instructional practices and resources are used by teachers, educational support professionals, a reading intervention teacher and ESE support facilitator during the reading block daily. The resources that are used are based on the needs of the group and include: LLI, F&P Prompting guides, Rewards, Small Guided Reading, Literacy Tool Kit, Journeys Leveled Reader, Fundation, Reading Mastery, Imagine Learning, and standards based activities.

What type of professional learning have your teachers had to 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 teachers have been trained by the district in BAS, LLI, standards based lesson and center work and small group guided reading.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

We have hosted Saturday Camp for our ELL students and ELL instructional strategies are embedded into each lesson as evidenced in lesson plans.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teachers will participate in PLCs focused on standards based teaching. Teachers will also consult with ESE Specialist and ESE Support Facilitator for strategies for working with students with a disability.	John Vetter, Lisa Balint and Terri Chelton	6/3/2020	LLI training, Standards Based Planning for Reading Teachers K-5, BAS Training, Guided Reading Training	\$3,500.00
Professional Learning Communities (PLCS) this year will focus on ensuring centers and independent work are up to the rigor of grade level standards.	John Vetter, Lisa Balint, Terri Chelton	5/29/2020	Leveled Literacy Intervention Training, Standards Based Planning for Reading K-5, BAS Training (new teachers)	\$5,500.00