Coconut Creek ES (1421)

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)   C
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
Team Collaboration	Thursday	2nd	8/28/2019 - 5/27/2020	7:35 AM - 8:25 AM	5
Team Collaboration	Thursday	1st	8/28/2019 - 5/27/2020	7:35 AM - 8:25 AM	4
Team Collaboration	Wednesday	, 3rd	8/28/2019 - 5/27/2020	7:35 AM - 8:30 AM	2
Team Collaboration	Wednesday	1st	8/28/2019 - 5/27/2020	7:35 AM - 8:30 AM	K
Team Collaboration	Wednesday	, 2nd	8/28/2019 - 5/27/2020	7:35 AM - 8:30 AM	1
Staff Collaboration	Monday	, 4th	8/19/2019 - 5/18/2020	7:35 AM - 8:25 AM	3

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

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

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2017-2018					
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	114	18.00	5.00	0.00	0.00	3.00
01	109	11.00	7.00	0.00	0.00	3.00
02	120	13.00	12.00	0.00	0.00	4.00
03	87	9.00	3.00	0.00	25.00	11.00
04	112	11.00	3.00	0.00	30.00	8.00
05	120	12.00	5.00	0.00	52.00	9.00

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

We identify struggling students using multiple assessments. We then provide tailored interventions through the RTI process such as LLI, Phonics for Reading, Write-In Readers, etc. In addition, all struggling students are invited to Academic Camps, where they are instructed in a small group setting. Furthermore, any students identified by the Early Warning Indicators are placed on a Progress Monitoring Plan in the affected area. Students are then monitored using the Standards Mastery component of iReady, as well as with graphical data in their identified deficiency area. Data chats are held quarterly and Rti meetings are held every 6 weeks for identified students.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	10/3/2019 - 5/30/2020	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
October2019_Minutes.pdf	October	Developed	11/8/2019
SAC-Agenda_October2019.pdf	October	Developed	11/6/2019
1421_Committee-Membership_1920.pdf	October	None	11/6/2019
August2019Signin.pdf	August	None	10/10/2019
SAC-Minutes_August2019.pdf	October	None	10/3/2019
August2019_Agenda.pdf	August	None	10/2/2019
1421SAC_Signin09232019.pdf	September	Developed	9/27/2019
1421_SAC_Bylaws19_20.pdf	September	SAC ByLaws	9/27/2019
September2019_Agenda.pdf	September	SAC ByLaws	9/27/2019
SAC-September2019_Minutes.pdf	September	Developed	9/27/2019

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?

Standard based instruction guides the planning, implementation and assessment of student learning. To ensure that students are meeting or working towards the mastery of the standards, there does need to be some checks and balances. Therefore, administration and the literacy coach work together with the teachers to ensure instruction is aligned to grade level standards. Teachers use the Florida Standards, the Elementary Learning Canvas Course, grade level Scope and Sequence and Conceptual Topics to assist them in their planning. Evidence used to demonstrate that this is happening is verified through the creation and posting of Learning Goals and Performance Scales (LG&PS). Observers in the classroom are able to see the posted targets and how it is being delivered in the classroom. This can be done through both formal and informal classroom walkthroughs and observations. During data chats and at grade level PLC's, administrators and coach listen and guide teams with planning. We have a school instructional timeline for each grade level and monthly standards mastery assessments are administered that help inform students, teachers, coach and administration of which students need to be retaught, remediated or enriched on specific grade level standards.

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?

Data is used to monitor and inform instruction for all of our students. We analyze the data to see what specific reading skills need to be personalized, which need to be taught as Tier 1 to all the students, and which students may need enrichment. We then look to see if there is a trend within specific students, classes and/or grade levels. Data chat questions were developed that will help teachers think about and respond to the data trends in their individual classrooms. We look at our subgroups (FSA level 1, level 2, lowest quartile, ELL and ESE) to see if they are making gains and to plan additional supports that might benefit them as they work towards proficiency.

· Each quarter, teachers are reminded of PMP criteria for their particular grade level. Admin and coaches then verify that each student who qualifies for a PMP receives one.

· Three times per year, students are administered an iReady diagnostic. This informs students, teachers, coach and administration of the strengths and weaknesses of each child in a particular area. This data is then used to make instructional decisions.

· Once each month, in grades 2-5, students are given an iReady standards mastery. This data is used to help plan instruction and differentiated instruction and centers that will best meet the needs of the students.

· The BAS is given at least 3 times per year for all students in grades K-3 and level 1 and 2 students in grades 4 – 5. This data is used to plan responsive literacy instruction for individual students as well as the class as a whole.

· BSA is given in January. The data is analyzed to help us determine if they are making gains.

· For RTI purposes, teachers provide graphs of their struggling students. The graphs provide information on the particular student, his like peers as well as the whole class. This is analyzed and helps plan which intervention may best support the student.

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?

We monitor quarterly through PMP criteria. Based on this data, students may then be referred to RTI. Teachers will document three Tier 1 strategies and provide relevant data. If they don't see sufficient progress, they create a CPST referral. We then meet as a team to discuss possible ways to assist. We may develop a tier 2 plan based on the outcome of the team collaboration. We then allow the teacher time to instruct (with both tier 1 and tier 2 targeted instruction) and monitor progress for 4-6 weeks. Teachers, coach and administrators meet at least once per quarter during data chats to discuss progress.

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?

At our school, we have a myriad of resources that are helpful in increasing literacy skills. We have access to Journeys Tool Kit, Fundations, Wilson Reading, Phonics for Reading and LLI. This school year we had teachers provide a specific, dedicated block of time in their master schedule for their intervention block to help ensure that targeted intervention is being delivered with fidelity.

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)?

We have worked hard to provide effective training for our staff. They have been encouraged to complete the county's professional pathway of Benchmark Assessment System (BAS), Responsive Literacy Instruction (LLI), Balanced Literacy and Small Group Guided Reading (SGGR). To date, the majority of our staff has completed the BAS training, RLI training, Balanced Literacy training and Small Group Guided Reading training.

During professional service days, the literacy coach provided a balanced literacy overview, deconstructing standards and dyslexia overview trainings.

We have seen that science is a deficit at our school. We worked with the science department and have had a science instructional facilitator work with our staff for most of this school year. We are working to not only have the teachers do hands on science investigations, but to also incorporate science throughout their literacy block.

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

Of course, all our teachers are ESOL endorsed. Our guidance counselor is our ELL liaison. This year, she and another teacher worked to put together an after school program targeting the ELL students and their needs. We also provide a pull out program for ½ hour per week for our ELL students in grades K-3. Instruction is provided by our META para.

During one of our team leader meetings, the ESOL department came out and provided Ellevation training. We feel like this knowledge and the activities provided will help us provide specific and engaging instruction to our ELL students. We are becoming more familiar with the "Can Do" descriptors and this will help us better set goals for the students in this group. We are especially proud about our partnership with Latinos in Action. These students serve as mentors to our students.