Quiet Waters ES (3121)

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)   B
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
Guided Reading	Tuesday Wednesday Thursday	1st, 3rd	9/24/2019 - 3/26/2020	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	213	36.00	0.00	0.00	0.00	0.00
01	202	21.00	1.00	0.00	0.00	3.00
02	195	25.00	0.00	0.00	0.00	1.00
03	195	27.00	4.00	0.00	60.00	26.00
04	197	32.00	1.00	0.00	47.00	13.00
05	207	37.00	7.00	0.00	58.00	27.00

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

Quiet Waters Elementary School has a comprehensive Response to Intervention (RtI) program. The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the math coach, the ELL coordinator, parent(s) and several other support personnel. This team meets on a weekly basis to address the needs of struggling students.

Intervention strategies employed to increase the academic performance of students include:

- Academic pull out groups focusing on the specific needs of students
- Implementation & utilization of Leveled Literacy Intervention (LLI) in primary classrooms
- Implementation & utilization of Dr. Heggerty's Phonemic Awareness program in primary classrooms
- Individual behavior plans that monitor and correct specific student behaviors
- Technology programs that compliment curriculum and provide individual learning paths for students
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students
- ELL and ESE programs are well-developed and monitored to ensure use of accommodations and modifications to meet student needs

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/27/2020	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
3121_SACComposition_2019_2020.pdf	October	None	10/24/2019
3121_0923019_MeetingDocuments.pdf	September	Developed	9/24/2019
3121_SACByLaws-19-20.pdf	September	SAC ByLaws	9/24/2019
3121_SAFByLaws_19-20.pdf	September	SAF ByLaws	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?

School leadership is responsible for ensuring that classroom instruction is aligned to grade-level standards. They collect the following evidence to demonstrate that classroom instruction is aligned to grade-level standards: grade-level instructional focus calendars, individual teacher lesson plans, and i-Observation data.

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?

- i-Ready diagnostic (ELA & Math) (3 times per year) and instructional reports (monthly) monitored by Literacy Coach & School Leadership
- Benchmark Assessment System (BAS) - 3 assessment periods monitored by Literacy Coach & School Leadership
- STAR Early Literacy (KG) - first 30 days of school - monitored by Literacy Coach & School Leadership
- Letters/Sounds/Concepts of Print - 4 quarters - monitored by Literacy Coach & School Leadership
- Write Score- 2 times per year (grades 3-5) - monitored by Literacy Coach & School Leadership
- ELA Independent Practice Assessments - weekly - monitored by School Leadership
- ELA/Math Interim Assessments - School City - monitored by School Leadership
- Math Chapter Tests - weekly - monitored by Math Coach & School Leadership
- Science- STEMscopes assessments - weekly - monitored by School Leadership
- IPT/Access Testing - ongoing- monitored by ELL Contact & School Leadership

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?

This school ensues that all students are progressing towards school and district goals by analyzing progress monitoring data and providing specific Tier 2 and Tier 3 interventions for struggling students. Students with Tier 2 and Tier 3 interventions are reguarly monitored by the RtI team. Teachers administer assessments as guided by the district reading decision charts to guide Tier 2 and 3 reading interventions.

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?

During the 2019-2020 school year, inclusive scheduling is being implemented. This implementation began with a data review of SWD students that led to the identification of students that would be placed in an inclusion classroom and would receive services from the ESE resource teacher pushing into the classroom.

The following Tier 2/Tier 3 interventions are provided to selected students:

- Wilson Fundations
- Leveled Literacy Intervention (LLI)
- Six Minute Solution
- Journeys Write In Reader
- Journeys Tool Kit
- Go Math Supplements

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)?

The goal of Universal Designs for Learning (UDL) is to use a variety of teaching methods to remove barriers to learning. This method provides students equal opportunities to learn. At Quiet Waters Elementary School, classroom instruction is differentiated to meet the needs of diverse learners. Teachers present information to students using a variety of ways such as audio, print, and hands-on experiences. Teachers also use a variety of methods to assess students including performance tasks, written assessments, and project-based tasks. Teachers have attended both district and school-based professional learning. Teachers meet during team planning & quarterly collaborative learning sessions to receive additional PD and support from school leaders, the literacy coach, and the math coach.

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

At the beginning of each year, ACCESS scores are analyzed to determine specific learning goals for ELL students. The WIDA Can-do descriptors and model performance indicators guide classroom instruction for ELLs. Teachers are trained and regularly use ELLevation to review student data and plan activities to meet their individual needs. Imagine Learning is used by level 1 students to build their academic vocabulary. Students are selected based on academic data to participate in a language enrichment camp. This multi-week camp focuses on ELA standards and strengthening students command of academic vocabulary. A variety of materials to support ELL learners are provided in classrooms such as bilingual children's literature and content-based vocabulary cards.