Lloyd Estates ES (1091)

School Improvement Plan (SIP)

School Info

Board Approved

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

School Grade (2017 - 2018)   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 Vertical ELA, Math, and Science	Wednesday	2nd, 4th	9/19/2018 - 5/22/2019	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: 2016-2017					
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	83	16.90	0.00	0.00	22.90	7.20
01	86	7.00	0.00	0.00	53.50	2.30
02	95	6.30	0.00	0.00	13.70	1.10
03	100	5.00	0.00	0.00	31.00	0.00
04	96	11.50	2.10	0.00	29.20	7.30
05	99	11.10	1.00	0.00	33.30	4.00

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

All teachers provide small group reading instruction (Tier 1) to all students. Enrichment activities are provided through the implementation of differentiated instructional strategies, use of chapter books and project based learning. Students needing remediation receive a double dose of small group reading instruction (Tier 2) designed to specifically target their needs. Students who have been retained are assessed using the BAS (Benchmark Assessment System) in order to determine their specific area of deficiency.   In addition to the Tier 1 and Tier 2 interventions provided in class, they receive Tier 3 intervention with a highly qualified teacher or paraprofessional using a push in or pull out model. Tier 3 interventions address phonics skills with the use of the Sound Partners phonics program, Journeys Literacy Toolkit, and iReady. Deficiencies for other areas of reading are addressed through specific skills based activities individualized for each student using iReady. Students who exhibit academic difficulties in math receive Tier 2 or Tier 3 interventions from their classroom teacher using the Go Math intervention resources.

Teachers receive ongoing support from the ESOL Resource Teacher and the Literacy Coach in order to implement ESOL and Differentiated Instructional strategies that

will assist with meeting each child's individualized educational needs.

Student suspensions can be reduced through a comprehensive behavior management plan. The school's Discipline Committee has developed a School Wide Positive Behavior Plan outlining various positive behaviors that contribute to a safe and nurturing learning environment. Our plan outlines specific expectations for the following areas: School Bus, Cafeteria, and Hallways. Classroom teachers utilize CHAMPS strategies to manage individual classroom behaviors. When dealing with behavior incidents, the school administration adheres to the District's Discipline Matrix to administer consequences. Discipline incidents reports are reviewed on a quarterly basis, and the plan is modified as needed. Students with ongoing behavioral concerns participate in weekly groups with the Guidance Counselor. Guidance sessions address building self-esteem, goal setting, peer relations and anger management. We will address the social emotional needs of our students by implementing the Stanford Harmony SEL program.

Students with less than 90% attendance rate are monitored through the analysis of attendance reports. Parents are contacted and informed of the District's attendance policy via telephone and in writing. Parent conferences are held with both the teacher and administration in order to address attendance concerns. Services are offered through Guidance in order to address any difficulties which may prevent students from attending school regularly. The Social Worker addresses attendance issues when the school's attempt have been unsuccessful.

The Response to Intervention/Collaborative Problem Solving Team (RTI/CPST) meets each Wednesday to address academic and/or behavior RTI referrals. During the meetings, the team reviews the data collected and devises a plan designed to help each child meet their academic or behavior objectives. Using BASIS, students with 2 or more warning indicators are identified. The teachers document Tier 1 teacher strategies, and the RTI/CPST team monitors their progress on an ongoing basis. Administration meets with teachers to discuss student achievement on formative assessments during data huddle meetings. Data huddles are held quarterly for grades K - 5. Student performance data is also discussed during weekly team meetings. Students whose data indicate a pattern of non-proficiency on standard based skills are referred to the RTI/CPST team for a comprehensive study. Formative assessment results for students with 2 or more warning indicators, also undergo an in-depth review during data huddle meetings. Through the RTI/CPST process and the Data Huddle meetings, teachers receive guidance and support to precisely diagnose instructional problems, develop targeted interventions and identify appropriate progress monitoring tools

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/12/2018 - 5/15/2019	8:15 AM - 2:30 PM
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/19/2018 - 5/30/2018	8:15 AM - 2:30 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
1091_SACMINUTES_November-13.docx	November	Monitored	12/7/2018
1091_SACComposition_10132018.pdf	October	Developed	11/16/2018
1091_SACsignin_10092018.pdf	October	Developed	11/16/2018
1091_SACSignin_11132018.docx	November	Monitored	11/13/2018
1091_SACAGENDA_11132018.docx	November	Monitored	11/13/2018
1091_SAFAGENDA_11132018.docx	November	Monitored	11/13/2018
1091_SACDATES_10252018.pdf	October	None	10/26/2018
1091_SAFMinutes_10092018.docx	October	Developed	10/11/2018
1091_SACMinutes_10092018.docx	October	Developed	10/11/2018
1091_SAFMinutes_09112018.docx	October	None	10/11/2018
1091_SAFMinutes_09112018.docx	October	None	10/11/2018
1091_SACMinutes_09112018.docx	October	None	10/11/2018

File Name	Meeting Month	Document Type	Uploaded Date
1091_SACMinutes_09112018.docx	October	None	10/11/2018
1091_SACAGENDA_09112018.docx	October	Monitored	10/11/2018
1091_SAFSIGNIN_10012019.docx	October	None	10/11/2018
1091_SAFAGENDA_10012019.docx	October	Developed	10/11/2018
1091_SACBYLAWS_10092018.docx	October	SAC ByLaws	10/11/2018
1091_SACAGENDA_10092018.docx	October	Developed	10/11/2018

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
1	341	308 of 717	-341	127	254

Goals

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Data reflects that 47% of Lloyd Estates Elementary Student in grades 3 through 5 scored a 3 or higher on the 2016-2017 FSA. Literacy is a critical element to overall student achievement as well as college and career readiness.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Best Practice #1 Professional Learning Community (PLC), Curriculum, Assessment, Remediation, and Enrichment (C.A.R.E.) will be utilized to increase performance with our band.

Describe in detail how the BEST Practice(s) will be scaled-up.

- Data huddles with teachers
- Common planning
- Formative and Summative Assessment with constant monitoring
- Front loading of standards with teachers
- Implementation of a standard based curriculum
- Providing support and modeling for teachers to ensure students functioning at a higher level are challenged and provided rigorous instruction
- Professional development for teachers regarding data, standards, and best practices

What specific school-level progress monitoring data is collected and how often?

I ready Data 3 times a year
I ready Progress Monitoring
BAS Data quarterly
School City - Monthly

How does the school ensure the fidelity of students not progressing towards school and district goals?

- Students recieved push-in/pull-out support
- Students are reffered to the RtI Process
- Continuous data chats
- Progress monitoring

How does the school 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)?

- By classroom implementation of STEM and project- based learing throughout the curriculum

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

- The leadership team conducts walkthroughs to make certain that the teachers are delivering lessons with fidelity.
- Alll lessons must be tied in to a standard
- Lessons desired effects are clearly vsisble in classrooms

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

- Scholastic Bookroom
- Journeys
- LLI
- Phonics for Reading
- Foundations

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

By the use of the Harmony Curriculum in grades Pre-K- 5. The guidance counselor assists in the implementation of the Harmony Curriculum.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

By the use of the Harmony Curriculum in grades Pre-K- 5. The guidance counselor assists in the implementation of the Harmony Curriculum.

How does your school-wide policy and practices support the social emotional learning for students?

By the use of the Harmony Curriculum in grades Pre-K- 5. The guidance counselor assists in the implementation of the Harmony Curriculum.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementation of standard focused and driven curriculum, data huddles held bi-weekly with teachers to discuss progress by standards, monitoring with fidelity of formative and summative assessments via programs such as i-Station, i-Ready, and School City, and monitoring of student early warning indicator on BASIS to address student needs.	Administration, Literacy Coach, ESOL Resource Teaher		Vertical PLC's	
Veritcal Grade Level PLC and Common Planning	Shawn Allen	6/1/2019	BAS Calibration; Small Guided Reading Instruction; PLC	

BPIE FILES

File Name	Uploaded Date
1091_10312016_BPIE-_Lloyd-Estates20118_19.pdf	10/25/2018