

Lloyd Estates ES (1091)

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
PLC Math, PLC ELA Intermediate, PLC ELA Primary, PLC Science	Thursday	3rd	9/12/2019 - 5/7/2020	2:15 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	88	18.00	0.00	0.00	0.00	1.00
01	76	11.00	3.00	0.00	0.00	1.00
02	83	9.00	0.00	0.00	0.00	0.00
03	96	8.00	1.00	0.00	28.00	5.00
04	96	8.00	0.00	0.00	39.00	10.00
05	102	15.00	2.00	0.00	50.00	26.00

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, LLI 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, 3rd	8/13/2019 - 5/20/2020	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
1091 bylaws 10152019.docx	October	SAC ByLaws	10/15/2019
1091 SACSIGIN 10152019.pdf	October	A+ Funds	10/15/2019
1091 SACMinutes 10152019.pdf	October	Developed	10/15/2019
1091 SACAGENDA 10152019.pdf	October	Monitored	10/15/2019
1091 SACCOMPOSITION 10152019.docx	October	Monitored	10/15/2019
1091 Signin 10102019.pdf	September	SAC ByLaws	9/10/2019
1091 SACMinutes 10092019.pdf	September	SAC ByLaws	9/10/2019
1091 SACAGENDA 10092019.pdf	September	SAC ByLaws	9/10/2019

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 school administrators and literacy coach are responsible in ensuring classroom instruction is aligned to grade-level standards and we collect lesson plans, agendas for team meetings, PLC agendas and PLCminutes as well as biweekly mini assessments.

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?

BAS, FAIR, STAR Literacy, Letter names, sounds and concepts of print, I ready data, Bi weekly and monthly progress monitoring assessments are collected to determine that students by subgroups are progressing toward reading proficiency. Administration and the Literacy Coach are responsible for collecting and reviewing student progress monitoring data.

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?

Teachers monitor data, along with Literacy Coach, administration and Rti Team. Students are placed in interventions based on the Reading Decision Chart. Teachers will collect data through BAS, i-Ready and weekly and monthly progress monitoring assessments. Case Managers for each grade level will meet and discuss data to ensure the student is progressing. We will also have mini monthly assessment in math and reading and collect the data to monitor students.

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?

Our school is using Benchmark Assessment Systems (BAS), Leveled Literary Intervention (LLI) in select groups, I-ready face to face lessons, small group guided reading planning and instruction, Phonics for Reading, Select teachers are using Fountas and Pinnell Phonics, Spelling, Word Study System/Guide. Classroom teachers, select paraprofessionals, literacy coach are responsible for administering Tier 2 & Tier 3. Groups are run 3-5 days a week for 20-30 minutes per meeting.

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)?

Teachers have had:
 - Differentiated Centers
 - Small Group Reading
 - LLI
 - Foundations
 - BAS

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

We have met with the teachers and discussed all of their ELL students and their ACCESS scores. We have paras that are assisting the teachers in the classroom and pushing in to assist all of our ELL students. In addition, we have supplied dictionaries and ESOL matrix for all students.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
We will monitor the lowest quartile by providing M.A.G.I.C. Data folders to each student in which the teachers will keep and constantly monitor their progress. In addition, students will confer with teachers weekly on assessments and progress. We will have push-in support provided by support staff. We will also have a pull-out technology morning session before school in the areas of reading and math. Data chats will be conducted biweekly .	Leadership Team which includes, Principal, Assistant Principal, Literacy Coach, School Counselor, and ESE Specialist.	6/3/2020	On going district trainings	
Leadership will be having Bi-weekly data huddles with teachers. Teachers will also have common planning and discuss data and formative and summative assessments and constantly monitor it. Teachers will also front load standards and implement standards based curriculum. Literacy coach will provide support and modeling for teachers to ensure that students functioning at a higher level are challenged and provided rigorous instruction Professional development for teachers regarding data, standards, and best practices will be provided.	Leadership Team which includes, Principal, Assistant Principal, Literacy Coach, Guidance Counselor, and ESE Specialist.	6/3/2020	Small Group Guided Reading, Balanced Literacy, Differentiated Instruction, I ready, Imagine Learning,	\$3,000.00