

# Park Springs ES (3171)

## 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 (2017 - 2018)	B
Title 1 School	No
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
3171 SBI-Standards Based Instruction GR 5	Thursday	4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	5
3171 SBI-Standards Based Instruction GR 4	Thursday	, 4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	4
3171 SBI-Standards Based Instruction GR 3	Thursday	, 4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	3
3171 SBI-Standards Based Instruction GR 2	Thursday	, 4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	2
3171 SBI-Standards Based Instruction GR 1	Thursday	, 4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	1
3171 SBI-Standards Based Instruction-K	Thursday	, 4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	K
3171 Zones Book Study PK	Thursday	, 4th	8/7/2018 - 5/15/2019	1:45 PM - 2:45 PM	Pre K
3171 Mindfulness Book Study: Specials	Thursday	, 4th	8/7/2019 - 5/15/2019	1:45 PM - 2:45 PM	K, 1, 2, 3, 4, 5
3171 Pirate Book Study K-5	Wednesday	, 4th	8/7/2018 - 1/16/2019	1:45 PM - 2:45 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	152	15.80	0.00	0.00	26.30	4.60
01	143	8.40	0.70	0.00	12.60	2.10
02	178	5.60	0.00	0.00	9.60	1.70
03	179	8.40	2.20	0.00	13.40	2.80
04	153	10.50	0.70	0.00	20.90	2.00
05	145	11.70	1.40	0.00	19.30	2.80

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

For the 2018-19 school year, we will continue to implement a 30-minute Intervention block as part of the ELA 120 minute block. In Kindergarten and first grade, we will continue to use Wilson Foundations and LLI for our reading interventions. In Second grade, LLI will be used as the intervention for reading. In third grade, Phonics for Reading, LLI and I-Ready will be used as the reading interventions, teachers will also use Teacher Toolbox Ready lessons for Small Strategy Groups/Skills Groups. In fourth grade, teachers will use Iready, Journey's Write In Reader, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. In fifth grade, teachers will use IReady teacher-led lessons, Super QAR, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. For math intervention, we will continue to utilize Reflex Math for grades 2-5 to practice fluency and Small Strategy groups/Skills Groups for remediation. For our Intermediate Grades, we will use Iready, and Teacher Toolbox Ready lessons for math Strategy Groups/Skills Groups, and Go Math Reteach.

**RTI TEAM MEETING SCHEDULE**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/4/2018 - 5/29/2018	8:15 AM - 1:45 PM

## BEST PRACTICE #3

### Optimal Internal/External Relationships

#### ACCREDITATION PROCESS

The Accreditation Process leads schools, teachers, and students 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	
<b>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</b>	

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
<a href="#">Committee-Membership-2018-2019-PSE.pdf</a>	November	None	11/8/2018
<a href="#">3171_SAC-ByLaws_100218.pdf</a>	October	SAC ByLaws	10/26/2018
<a href="#">3171_SAFByLaws_100218.pdf</a>	October	SAF ByLaws	10/25/2018
<a href="#">Surveys-Report-Student-PSE.pdf</a>	October	None	10/14/2018
<a href="#">Surveys-Report-Staff-PSE.pdf</a>	October	None	10/14/2018
<a href="#">Surveys-Report-Parent-PSE.pdf</a>	October	None	10/14/2018
<a href="#">3171_SAFMinutes_090418.pdf</a>	October	None	10/10/2018
<a href="#">3171_SACMinutes_090418.pdf</a>	October	None	10/10/2018
<a href="#">3171_SACSAFSignin_100218.pdf</a>	October	Monitored	10/10/2018
<a href="#">3171_SAFSignin_09042018.pdf</a>	October	None	10/8/2018
<a href="#">3171_SACSignin_09042018.pdf</a>	October	Developed	10/8/2018
<a href="#">SACSAF-Schedule-18-19.pdf</a>	October	None	10/8/2018
<a href="#">3171_SAFAgenda_090418.pdf</a>	October	None	10/8/2018
<a href="#">3171_SACSAFAgenda_100218.pdf</a>	October	Monitored	10/8/2018
<a href="#">3171_SACAgenda_090418.pdf</a>	September	Developed	9/11/2018

## 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
7	419	89 of 119	3	68	135

### 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?

Based on the 2017-2018 FSA data, the content areas we will focus on this school year will be ELA and Math. Our first goal will be improving ELA learning gains for our lowest quartile students by 3% on the 2018-2019 FSA. Currently 48% of the lowest quartile are proficient. This percentage is down from 51% the previous year. Our second goal will be improving Math learning gains by 6% on the 2018-2019 FSA. In 2017, 71% of the students were proficient.

#### 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?

Some best practices that we will implement or Scale-up for the 2018-2019 school year to improve teaching and learning in order to increase our performance within the SES band are as follows: in-depth professional development on how to utilize standards-based instruction effectively in our math blocks, more focus on small-group instruction and the gradual-release model; use of a spiral review curriculum as part of our daily instructional activity; and utilizing strategies from data-driven instruction to meet after every interim assessment for individual data chats that will begin during the second quarter of the school year.

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

We will be scaling up our Math instruction and small group interventions. Professional development during pre-planning week focused on effective standards-based math block focusing on the You do, I do, we do model where students are being given "struggle" time first to attempt new concepts. This also aides in the use of the gradual release model in our math block. This year, we are using the Reflex Math program as additional supplement to support math fluency. Teachers will utilize data-driven instruction model to conduct data chats after each interim assessment. We will also be utilizing the push-in model for ESE support facilitators to instruct both ESE and general education students. The district's math department will also provide professional development to our staff during November's teacher's planning day. ESE support facilitators along with two teachers from each grade level were sent to a Math Number Sense training to support struggling math students. Two teachers from each grade level in grades 3-5 along with our curriculum coach was sent to a two-day Effective Math Block Training as well. Teachers will be utilizing the Standards Mastery portion of the Iready program for data-driven instruction and will use the teacher toolbox, Go Math reteach and other research-based interventions as small group remediation. Teachers will also be utilizing the Ready Math Problem Solver books as supplemental materials as well.

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

Some specific school-level progress monitoring data that will be collected will be the Iready Standards Mastery every 4-6 weeks in ELA and Math. Iready diagnostics for both reading and math will be given three times throughout the year (Beginning-August, Middle-January, and End-May). Fifth grade science assessments will be collected every 3-4 weeks after each standard has been taught. Monthly fifth and fourth grade writing prompts will be collected each month from November-April.

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

Our daily 30-minute intervention block providing remediation helps to ensure the fidelity of students who are not progressing towards our school and district goals. The use of research-based interventions for both ELA and Math. Small group instruction, guided reading, and a balanced literacy programs in our ELA block helps to ensure this. The use of the Iready program in school and at home to aide in closing achievement gaps that our students might have. Students are also building math fluency through the use of Reflex Math. Teachers also use the teacher-led activities located in the teacher toolbox portion of the Ready program. Teachers also have high expectations for lower performing students. The use of data chats and data-driven instruction helps to ensure the fidelity of students not progressing towards our school and district goals. Students and teachers keep track of learning using learning goals and scales. Our ESE support facilitators push in to classes and aide small group instruction.

#### 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)?

We address the needs of all students. In intermediate we have a 1-1 ratio with computers to allow students access to curriculum. In addition, we provide targeted small group instruction in both reading and math to ensure that each child is receiving instruction on their level. We include an intervention block per grade level where students may walk to read to make sure their deficits are addressed. In the area of math, we are using small group and additional intervention for students that need support. We are using the I-Ready program to support students in reading and math in grades 2-5. In addition we are using Reflex math 1-5. We have added a new Phonics program that will be delivered for all students in Kindergarten.

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

Administration and literacy coach conduct daily walkthroughs and provide targeted feedback. Our literacy coach attends meetings on a weekly basis to provide feedback from walkthroughs.

#### 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?

The school uses our Scholastic Book Room for all leveled readers. We also use leveled books from the Journeys Basal. Leveled Literacy Intervention (LLI) is used in grades 1 and 2 and the Phonics Word Study is used in Kindergarten. Super QAR ( Question Answer Relationships), Soar to Success are both utilized for Intervention programs in grades 3-5.

**STRATEGIES & ACTIVITIES**

<b>Strategies</b>	<b>Persons responsible</b>	<b>Deadline</b>	<b>Professional Development</b>	<b>Budget</b>
Small Group Instruction using the Guided Reading Model	Classroom teachers/Reading Coach	5/19/2019	Professional Development	N/A
All teachers will utilize Learning Goals and Scales to track progress.	Classroom Teachers	5/19/2019	N/A	N/A
Differentiate classroom instruction based on Formative Assessments data.				
Continue implementation of progress monitoring calendar to realign instruction based on students' needs and mastery of standard.	Classroom Teachers	5/19/2019	PLC's	N/A
Implementation of Academic Notebooks throughout Core Curriculum Areas with a focus on revising knowledge and tracking student progress.	Classroom teachers	5/19/2019	PLC's	N/A
Utilize Wylie's Warm-ups for Math Spiral Review	Classroom Teachers	5/19/2019	N/A	N/A
Utilize Iready Program	Classroom teachers/Reading Coach/Administration	5/19/2019	PLC/Staff Development	N/A
Utilize Iready Program	Classroom teachers/Administration/Reading Coach	5/19/2019	PLC/Staff Development	\$15,000.00
Reflex Math for fluency	Classroom teachers	5/19/2019	Professional Development as needed	N/A
After school tutoring for ELA, Math, and for Grades 3-5 as well as ELL students.	Principal/Assistant Principal/Reading Coach/Teachers	5/19/2019	N/A	\$3,000.00
Monthly PLCs focused on Standard-Based Instruction and progress monitoring of student data.	Classroom teachers/Administration/Support Staff/Reading Coach	5/19/2019	PLC/Staff Development	N/A
Utilize MYON to provide leveled texts to all students K-5.	Classroom teacher/Reading Coach/Media Specialist	5/19/2019	N/A	N/A
Monthly writing assessments aligned with the Florida Standards in grades 4 and 5, samples provided to administration for feedback and coaching.	Classroom teachers/Reading Coach/Administration	5/19/2019	PLC's	N/A
Utilize BAS system to evaluate K-5 Proficiency	Classroom teacher/Reading Coach	5/19/2019	PLC/Staff Development	N/A
30-minute Intervention Block using research-based strategies	Classroom teachers/Reading Coach	5/19/2018	PLC/Staff Development	N/A

**BPIE FILES**

<b>File Name</b>	<b>Uploaded Date</b>
<a href="#">BPIE-2015-2016.pdf</a>	10/8/2018