

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION

**Directions for School Leadership Team:** We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

## 1. Has your school made progress towards achieving the goal?

- A. How do the structures and systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?
- B. What are the gaps that exist between your current state and your desired state?
- C. How will you address them between now and the end of this school year?

Our goal at Orange Brook Elementary is to always do everything in our power to increase student achievement. We continuously look at student, teacher, and school ELA data in an effort to improve upon the instructional strategies used by our teachers. Our PLCs are conducted weekly, our teachers are given various Professional Development opportunities. PLC are facilitated by our instructional coaches. Administration is also a part of our PLCs. Teachers are also encouraged to share their best practices during PLCs. Based on the 2017-2018 Florida Standards Assessment (FSA) data, 40% of the students were proficient in ELA, which is a slight decrease of 2 points from last year's data. This decrease will be addressed by diligently working with our students using small groups and centers, increase the rigor in instructional practices and centers, utilize our resource teachers to pull groups, trainings will be provided that address the best practices for small groups and centers, increase communication with parents, have data chats with administration and instructional coaches, and conduct individual conferences with students when needed to explain where they are, where they need to be, and how they need to get there. After testing, teachers will provide grade level enrichment and introduce skills that will be taught in the next grade. Teachers will participate in Professional Development Activities through TIFV and TPLG who are providing support to teachers and students. School Instructional Coaches will continue coaching and monitoring with TIFV Coaches, TPLG District department, and Administrators.

## 2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

- A. What evidence do you see that a barrier has been reduced or eliminated?
- B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?
- C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?
- D. Did you identify other barriers that could serve as effective re-entry points into the plan?

Barriers that have been reduced or eliminated include the strengthening of instructional practices among primary teachers which minimizes intervention. We have incorporated interactive read-a-louds, shared reading, buddy reading with older students, prompting guides, and the continuums. Primary classes also take part in the Arts for Learning program to help create innovative lesson plans that they can teach as interdisciplinary units through visual and performing arts.

## 3. Are your strategies being implemented with fidelity?

- A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?

These decisions were based on feedback from instructional Peer Coach observations, observations of the Arts for Learning site coordinator, data from tools used in the coaching credentialing program, and TPLG walk-throughs.

## 4. What are your benchmarks for success?

- A. How will you progress towards your goal impact student achievement?
- B. What is your desired state?
- C. What gaps exist between your current state and your desired state?

BAS data will be used to help teachers plan effectively based on student reading levels, Academic camps and intervention programs will be used to impact student achievement and guide us toward our goals. The desired state is to increase student levels in primary grades in order to close the gap in the intermediate grades. We are working toward 50% proficiency by AP3.