

# Broward - 1831 - Oriole Elementary School - 2018-19 SIP

## Reflection Report - Recorded On:

### Area of Focus

To ensure all students achieve learning gains in English Language Arts (ELA), tiered instruction must be utilized to personalize instruction to students. Teachers require additional professional development along with a structure for continued support as they develop highly effective teaching strategies.

### Intended Outcome

If teachers implement high quality literacy instruction with fidelity, then students will become engaged learners and demonstrate proficiency outcomes in all content areas.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

### Evidence:

A master schedule was created for all grade levels. The ELA block includes specific time frames for whole group instruction, guided reading instruction, double dose, and extended day break downs that include interactive read alouds. Both the intermediate and primary literacy coaches facilitate the lesson planning for each grade level to insure high quality instruction. As a result our IReady Data has increased from the beginning of the year to the mid year assessment. I Ready Reading K-5 Tier 1 increased from 14% to 32%, and Tier 3 decreased from 34% to 24%.

### Action Steps to be continued, or added, to sustain the Intended Outcome:

Administration and Literacy Coaches perform frequent walkthroughs to insure lesson planning matches instruction. Lesson planning continues with Literacy Coaches. We will continue to monitor IReady usage.

### Area of Focus

If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

### Intended Outcome

Enhanced family and community support structure to address emotional and physical needs; therefore, increasing family and community engagement and positively impacting student achievement and attendance rates.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

### Evidence:

As a result of the SPARKS initiative, the services and support provided to our families have increased. Several times a year families are provided foodbank support on site at the school. This initiative provided support to over 125 families. Students and families received assistance before the start of the new school year that included: backpacks, uniforms, hair cuts, and braiding. Students and families also received presents and food during the holiday season from multiple sources. Over 150 families were supported with these initiatives. Students and families with a pattern of non-attendance or tardies receive support from the

schools' social workers. The level of chronic absenteeism continues to be a challenge. We are working with families to remove barriers to attendance.

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

The SPARKS team will continue to review the chronic absenteeism list. They will reach out to families and provide them necessary information and support to ensure that these students increase their attendance rates while also impacting their achievement.

**Area of Focus**

To ensure all students achieve learning gains in Mathematics, students must be exposed to numbers and gain a clear understanding of how their impact our world. Students need exposure to math literature, mathematical centers, manipulatives, and patterns to develop conceptual thinking skills. To achieve this goal, tiered instruction will be utilized to personalize instruction for all learners. Teachers require additional professional development along with a structure for continued support as they develop highly effective teaching strategies.

**Intended Outcome**

If teachers implement high quality math instruction with fidelity, then students will become engaged learners and demonstrate proficiency outcomes in all content areas. Students will develop mathematical thinking transition from concrete to abstract mathematical reasoning.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

**Evidence:**

Classrooms utilize mathematical centers and manipulatives to increase students understanding of mathematical concepts and to develop their conceptual thinking skills. Teachers also engage students in small group instruction during the math block. During the PLC teachers work collaboratively with the Math Coach to plan instruction and receive professional development. Teachers are also encouraged to attend district and cadre trainings in math. I-Ready math data indicates growth in math in comparison to the beginning of the year data. Current IReady Math data shows an increase in Tier 1 from 12% to 29%, and a decrease in Tier 3 from 31% to 17%.

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

Both administration and the Math Coach will continue to have frequent walkthroughs to ensure fidelity of high quality math instruction, and implementation of collaboratively developed lesson plans. Teachers will continue to receive support and staff development through PLCs.

**Area of Focus**

Teachers need support in effective facilitation of high quality standards-based Science instruction aligned to the Florida Standards. Students need more opportunities for science exploration, scientific discourse, and written communication about scientific topics, to cement science concepts in the mind.

**Intended Outcome**

If teachers implement high quality Science instruction with fidelity- providing inquiry and experimentation, science note-booking, and consistent reinforcement of concepts, then students will become engaged learners and demonstrate proficiency outcomes in all content areas. Furthermore, through experimentation and inquiry, students will improve problem-solving skills.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

**Evidence:**

Teachers are currently implementing the Stemsopes Science Program. Lesson plans indicate implementation of the science program. Components of the program include hands-on science, virtual science experiments, the 5E model for science, and includes opportunities for students to read and write about science content. Science Assessment data indicates minimal growth. However changes to 5th grade curriculum, classroom centers, and pacing will support improvement in science data. Current data predicts 15% of our students as proficient.

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

Administration will continue to walkthrough classrooms to ensure delivery of science content, and use of science experiments. Fifth grade teachers will receive additional support in science from the Science Coach and Cadre Science Facilitator. Select fifth grade students will also participate in Science Bootcamp which will provide hands on science and demonstration of critical science content.

**Area of Focus**

Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and prepare students for the 21st Century.

**Intended Outcome**

If teachers implement infuse digital learning tools into their instruction, learner engagement and student proficiency outcomes will increase in all content areas.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

**Evidence:**

There is an increase in the use of laptops and interactive recordex panels. Additional purchases of laptops and recordexs were made by the school. Laptops ratios in grades three through five are currently one to one for all students. In grades kindergarten through second the ratio is four to one. Our students have increased their IReady usage in reading and math in comparison to the beginning of the school year. IReady Reading, students achieving 45 plus minutes of instruction, increased from 38% to 57%. IReady Math, students achieving 45 plus minutes of instruction, increased from 22% to 30%.

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

Monitoring of IReady usage will continue. We have also added Reflex Math as an additional online resources to support both the use of technology and student achievement. Daily schedules will continue to include rotations within math and reading subject areas to allow for use of technology to enhance and increase student engagement. Select teachers will be provided recordex panels, and the training to effectively utilize the recordex panels.