

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP. **DA Schools must enter information in the FLDOE SIP located of Florida CIMS.**

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?

The structures and systems that are currently in place at CSPK8 ensure that all facets of both the culture and climate of our school support our SIP goal. Our Student Success Plan is reviewed and modified annually to address the content areas of ELA, Mathematics, Science, and Writing, and to define school-wide Professional Development needs. Authentic PLC's occur monthly and grade level teams meet weekly to share best practices based on the targeted standard that is being taught. Team leader meetings are held monthly and teachers also participate in district-level professional learning communities.

All instruction and assessments are aligned with the Florida Standards. Students receive differentiated instruction by using the i-Ready Technology Program, Accelerated Reader, J & J Boot camp Science, Core Connections, the Ready Teacher Toolkit, and Ready Florida LAFS/MAFS books for math and reading. Select students also attend ELA, Math, and Science Camps weekly, targeting skills and standards to increase their academic achievement.

B. What are the gaps that exist between your current state and your desired state?

Our desired state is to ensure every student attends school daily and receives highly effective Tier I/Tier II/Tier III instruction everyday in order to increase academic achievement (i.e. make learning gains). The primary gaps that exist between our current state and our desired state are evidences of rigor in every classroom, differentiated instruction, and data-driven decisions. Students' daily attendance is also monitored.

C. How will you address them between now and the end of this school year?

The school's administration has emphasized the need for highly effective quality Tier 1 instruction in every classroom, everyday. To this end, teachers are provided direct, targeted support based on their needs. Instructional materials are provided for students at/above their instructional levels and teachers are frequently monitored to ensure all assignments and assessments are aligned with the Florida Standards. Learning centers are established to ensure students are exposed to the FSA question stems and assignments are created at the appropriate level of rigor for each grade level. There has been a deliberate school-wide effort to increase small group/differentiated instruction, share best practices, increase student collaboration, increase student engagement, and have students demonstrate their learning through the production of authentic student work.

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?

Grade level teachers meet for monthly PLCs to share best practices, plan instruction, and analyze student work samples and data. Additionally, teachers actively participate in on-site and district staff development activities ensuring teaching practices are supported by current research in the field of education.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

Schedules impact all areas of the school's operations. Ensuring that students are focused on learning and teachers are constantly implementing research-based best practices ensure that our school will reach our goal. By providing planned, organized, and structured tutoring services, students are better able to attain the skills necessary to be successful on the FSA.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?

Progress is being made towards eliminating the barriers. Our school's data (i-Ready Diagnostic Assessments, BAS, BSA, teacher data, student data, etc.) show that students are making academic gains in all grade levels. Marzano's i-Observation instrument has been effective in collecting data regarding effective teaching practices.

D. Did you identify other barriers that could serve as effective re-entry points into the plan?

Additional barriers have not been identified at this time as effective re-entry points into the plan. Our current barriers are sufficiently identified.

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?

Programs such as i-Ready, after school tutoring, and PLC's all showed to be effective last school year. Additionally, the continued increase in the FSA writing scores over last few years drove the decision to continue providing teachers training with Core Connections this school year.

4. What are your benchmarks for success?

A. How will you progress towards your goal impact student achievement?

Teacher data chats are ongoing in order to differentiate the curriculum for each classroom as needed. By deliberately ensuring all students receive highly effective Tier I instruction, students will be exposed to the rigor of the Florida Standards. Additionally, individual student needs will be identified quickly, and the subsequent interventions will be implemented in a timely manner. With these plans in place, there will be an overall increase in student achievement, students will demonstrate academic gains, and every student will experience academic success at their highest potential.

B. What is your desired state?

Our desired state is that 100% of students will demonstrate academic gains in the 2018-2019 school year as evidenced on the Florida Standards ELA assessment, FSA Math assessment, and the BAS assessment.

C. What gaps exist between your current state and your desired state?

According to the BSA results, some students are below predicted proficiency in both reading and math. Adjustments to the curriculum, and Instructional Focus Calendars have been made to drive instruction before the FSA assessments in May. Individual student data chats have continued to motivate students to achieve their best.