

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?*
- 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?*

Parkside continues to support a school climate where classroom and support practices are aligned with our achievement goals.

Teachers participate in ongoing training and professional learning communities. This year, our training focuses on writing in fourth and fifth grade, in addition to Balanced Literacy in all grades. Balanced Literacy is being implemented across the curriculum and infusing science and social studies instruction into a 120 minute literacy block. Professional learning communities meet bi-weekly to discuss reading results and collaborate on strategies and lessons to enrich and remediate students. In addition, we are focusing on project based learning in all grade levels. We continue to address gaps in reading through our collaborative problem solving team (CPS); using targeted and evidence-based interventions for struggling students through pull out and push in support. This includes small group interventions from classroom teachers. We are also using iReady for standards mastery assessments and for math and reading practice across the school. Between now and the end of the school year, we will ensure that we are identifying struggling students and providing support through the use of ongoing assessments. We are providing academic camps for these students that will address students approaching proficiency in reading and math.

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?*

Scheduling is always a challenge when providing targeted interventions and support for struggling students. This year we have rearranged our support schedule to allow for mostly push-in support for ESE. This allows the support teacher to work more closely with the classroom teacher and prevents the students from missing instruction during a pull-out group. With our support teachers visiting the classroom, they are able to focus on grade level standards while also addressing the individual needs of their students in their own classrooms. We are looking to improve our performance in writing through professional development. Teachers are implementing new teaching strategies for writing and discussing student performance in their training by sharing student work

samples. Teachers are also participating in training for guided reading instruction. This supports our goal of providing quality reading instruction to all students. Getting parents involved in the intervention process is another barrier and we are continuing to encourage parent participation in CPS team meetings. Parents participate by phone or in person and we meet weekly to make sure that interventions are put in place early and with parental support.

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?

We are continuing our push in support for ESE students. Support teachers are finding that students are successful in this framework, based on their ability to meet their Individual Education Plan goals while maintaining the connection with their Tier 1 standards based instruction with peers. We are pushing students and teachers to utilize iReady lessons due to a drop in overall time using the program. We are implementing incentives for students to utilize those practice lessons in class and at home. These lessons are customized to the students' needs and levels and we feel that we need to utilize this tool in order to get the full value of the program.

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?

If we provide Tier 1 Balanced Literacy instruction to all students, implement all components of iReady, and closely monitor reading gains through the use of the Benchmark Assessment System, our students should be able to make learning gains. Our emphasis on project based learning ensures that students are also working on writing, critical thinking, collaboration, research, and language skills. We feel that student projects engage students and help them apply real-world skills. We hope to continue to emphasize this style of teaching and learning in order to provide choice for students and build skills for independence. We identify and target interventions for our lowest 30% of students in an effort to close achievement gaps and monitor student progress through ongoing assessment, professional development, coaching and support, and teacher collaboration to achieve our desired state of a year's growth or more for all students.