

# Dania Elementary 2019

## SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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

Our school is making progress towards our student achievement goals. Dania Elementary School has regular PLC meetings, CPST, and Data Chats sessions scheduled in order to create a school climate and environment that supports our school 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 system we have in place are listed below. These systems target our needs in Reading and Writing. They are full integrated in the daily functioning of our school as we work towards the goal.

- Reading/Writing Instructional Focus Calendars (IFCs)
- Curriculum based family nights. (Science, Reading, Math)
- Literacy initiative school – wide( improving in the areas of the FSA Strands of Integration of Knowledge and Ideas and Key Ideas and Details.
- Professional resources ( Literacy Continuum, Fountas and Pinnell Guided Reading)
- Phonics based Instruction K-5.
- PLCs- Professional Learning Communities. Yearly plan in place tied into standards progress monitoring
- CPST system in place (meetings occur weekly, interventions monitored)
- Small group instruction, Teachers engage in common planning with the Literacy Continuum.
- Lesson modeling by Instructional Coaches
- Differentiating instruction through centers
- Attendance Plan in place to combat attendance barriers
- Integrating Culturally Responsive Instruction

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

Our reading I-Ready Diagnostic Data reflects the following data points and gaps.

- 64% of our 1<sup>st</sup> grade students are currently tier 2 and 5% are tier 3
- 47% of our 1<sup>st</sup> grade students are tier 2 and 15% are tier 3
- 13% of our 3<sup>rd</sup> grade students are tier 2 and 35% tier 3
- 36% of our 4<sup>th</sup> grade students are tier 2 and 22% tier 3
- 24% of our 5<sup>th</sup> grade students are tier 2 and 44% tier 3

Dania Elementary School is working towards increasing the mastery and/or proficiency in the FSA Strands of Integration of Knowledge and Ideas, along with Key Ideas and Details with the implementation of the I-Ready reading program, Instructional Focus Calendars, PLC's as measured by the I-Ready Mid-Year Diagnostic and Standard Mastery assessments.

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

- Support staff will provide push in to facilitate small group instruction for ELA and Mathematics addressing the needs of lowest quartile students.
- Extended Learning Opportunity for Reading and Mathematics to all students to reinforce curriculum.
- Conduct teacher and student data chats after the BSA.
- Supporting teachers in unpacking the Florida Standards and providing authentic instructional delivery.

- Integrating I-Ready lessons for students in grades 3<sup>rd</sup>-5<sup>th</sup> in both ELA and Mathematics, adjusting their lesson pathways.
- Implementing programs such as Imagine learning, Touch Math, Access Writing to assist with the deficiencies in writing and math.
- Data driven Professional Learning Communities (PLCs) based on Reading, Mathematics, Writing, and Science to discuss best practices and instructional targets.
- Analyzing student performance data to determine instructional effectiveness.
- Adjust instruction based on BSA, BAS & I-Ready assessment data.

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.)**

Barriers to success have been reduced through the implementation of a coordinated schedule of RTI meetings, Data Chats and PLC meetings. PLC meetings are regularly attended by all teachers and support staff. Instructional Focus Calendars are aligned to the Language Arts Florida Standards at each grade level. Those calendars are then revised after analyzing assessment data. Staff development opportunities, in such strategies as BAS Implementation and Responsive Literacy. Professional development session have been implemented to target the areas of Knowledge and Key ideas. There is now an emphasis on integrating writing into Science.

A. ***What evidence do you see that a barrier has been reduced or eliminated?***

The evidence that is shown that a barrier has been reduced or eliminated is the change in instructional practice by scheduling PLCs so that teachers are provided with an adequate time frame to share best practices and analyze student data that focuses on the educational C.A.R.E. cycle. By pre-identify our struggling students, teachers now know and are working towards the needs of our lowest quartile students. Teachers also review assessment data to determine students' strengths in the targeted standards.

- Dania Elementary has implemented an attendance plan for Perfect Attendance. Case workers will monitor students with poor attendance patterns as a means to intervene and improve chronic absenteeism. Through these efforts attendance is improving among targeted students.
- A professional development calendar has been developed and implemented for the 2018-2019 school year.
- Extended learning opportunities have been developed and put in place.

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

- By using the following assessments and programs to progress monitor student achievements and deficiencies: Benchmark Assessment System (BAS), I-Ready, Phonics for Reading, and Leveled Literacy Instruction and (BSA) Broward Standards Assessments we are reaching all our students.
- Data chats occur with students to provide students with the opportunity to create goals.
- Teachers and staff work collaboratively to share best practices during PLCs in grades K-5.
- Teacher reflections and the readjustment of instruction based on feedback after observations.
- Academic family nights are targeted to all families K-5.

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

Progress has been made to successfully breakdown and eliminate the barriers by implementing academic programs consistently and with fidelity to target student deficiencies as well as providing teachers with solutions for their instructional goals.

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

There is none at this time.

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

Our strategies for this year are being implemented and monitored by administration and support staff.

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

- Dania Elementary decided to intensify the amount of learning time for Reading and Mathematics through Extended Day Learning Opportunities.
- Classroom teachers are being provided with additional instructional support for small group students who are not making sufficient gains at this time.
- The fidelity of our action steps is monitored with our administration and coach.

### 4. **What are your benchmarks for success?**

The benchmarks for success will be viewed as we assess the proficiency on the state assessments and progress monitoring assessments.

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

We will progress towards our goals using the progress monitoring instruments listed below. These instruments will work towards increasing student achievements across all grade levels.

- I-Ready Standard Mastery
- BAS Assessments
- LLI Assessments
- Phonics for Reading Assessments
- FSA Math Count Down
- (BSA) Broward Standard Assessments

#### B. ***What is your desired state?***

- Our desired state is for 70% or above of students in grades 3<sup>rd</sup>-5<sup>th</sup> to be proficient in Reading.
- 70% or above of students in grades 3<sup>rd</sup>-5<sup>th</sup> to make at least 1 year of learning gains
- All students' learning needs are met through differentiated instruction aligned to standards in all content areas to improve student academic performance.
- To decrease the number of students in the lowest quartile category.

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

- The gap that exists between our desired goal and our current state is that we have not yet increased the points needed to increase the achievement levels in the FSA strands of Integration of Knowledge and Ideas and Key Ideas and Details.
- There are gaps in the area of differentiated instruction. Targeted differentiated instruction needs to occur in all classrooms as well as implementing rigor to the standards and incorporating culturally responsive teaching to our diverse population.
- There are gaps in our students' proficiency with Phonics. To target this gap our teachers will use Phonics for Reading, Fountas and Pinnell Word Study Program, Words their Way and I-Ready targeted lessons in Phonics.