

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

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?*

The structures and systems in place at North Andrews Gardens Elementary ensure that our culture creates an environment supportive of our SIP goal, improving our ELA proficiency percentage on the FSA. Students are instructed in uninterrupted reading blocks. Teachers within grade levels have common planning and participate bi-monthly in Professional Learning Communities. Grades 4 and 5 are digital classrooms which deliver instruction in a blended environment.

An analysis of the 2019 I-Ready Predicted Proficiency Report show that the overall percentage of students in Grades 3-5 demonstrating proficiency stayed the same at 55%. Upon closer analysis predicted proficiency of grade 5 students in ELA decreased from 52% to 51% , grade 4 from 55% to 53% and grade 3 rose from 55% to 61%. Overall, vocabulary seems to be an area of weakness. PLC's and data chats are being utilized to discuss ways to modify instruction and implement changes and strategies to best impact student achievement. Finally, all classes in Grades 3-5 must ensure that there is remediation /review time included daily in ELA, Mathematics and Science lessons.

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?*

A major barrier that North Andrews Gardens has struggled with is completing the mandated student data collection through BAS and iReady while diligently following the Instructional Focus Calendars. In order to stay on pace or to use individualized instruction such as iReady with fidelity, some teachers have created before-school or afterschool sessions with their students as a re-entry point for progress. An afterschool ELL camp affords students extra time in small groups as well as computer-based, individualized instruction. In addition, many classes are teaching ELA standards cross-curricular as a means of covering all of the standards in multiple content areas.

Third grade teachers are trying to utilize computers within instruction, but without ample equipment it is difficult to replicate a true blended-instruction classroom.

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?*

Strategies being implemented with fidelity include using interventions as prescribed by progress monitoring tools such as BAS and iReady. Progress monitoring data is also used to prescribe individualized lessons for remediation as well as enrichment. Data is analyzed by individual teachers as well as grade levels and administration to identify areas of concern to determine modifications to

instruction. Because the 2018-2019 iReady program includes standards assessments, many teachers have used this rather than teacher-created assessments.

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?*

North Andrews Gardens will continue to monitor data and make instructional modifications in order to impact student achievement as well as to achieve our desired state of improving our ELA FSA proficiency percentage. Current gaps, according to iReady mid-year assessment data include ELA proficiency in third grade as well as ELL students in all grades. Using iReady's Standards Reports, students have been assigned individualized, extra lessons based on their areas of need. Administration will conduct data chats as well as classroom walkthroughs. Teachers of concern are being paired with other teachers in order to observe implementing standards-based instruction. PLC's are also being used for addressing grade level areas of concern as well as sharing best practices. Finally, in order to increase ELA proficiency of our ELL students, select ELL students attend a weekly after school camp using iReady, iReady Toolkit, iReady Book, as well as leveled readers in order to build skills and vocabulary.