

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION (2018-19)

**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?*

- A. The systems in place at our school that ensure that all facets of the school culture and climate support our SIP goal include the CPST/Rtl system, quarterly progress monitoring of reading and math skills, PLCs/team collaboration, and classroom observations. Through the Rtl process, the school can ensure that students are demonstrating proficiency in ELA and Math. Students who require additional interventions to reach mastery are monitored through the Rtl process. As teachers meet bimonthly in PLCs, the school maintains a cohesive and collaborative culture of planning and implementation of the ELA and Math standards. To reach our SIP goal, students are also monitored quarterly to ensure that students master foundational literacy skills, including decoding, fluency, and comprehension, at each grade level and have achieved mastery on Math standards, with a greater emphasis on fluency standards. In addition, the Math block has been restructured to include 60 minutes (whole group, small-group, and stations/centers).
- B. According to the 17-18 FSA data, 54 % of our students in grades 3-5 were proficient in ELA and 48% were proficient in Math.
- C. The gap in our current state and desired state is being addressed through the following: progress monitoring of students performing below grade level via data chats and through the Rtl process; additional standards preparation through iReady and other supplemental materials; an FSA camp/ELO for students in grades 4 and 5 in the bottom quartile and students in grade 3 who have been previously retained; an ESOL academic camp to address the needs of students still acquiring the English language; and a strategic focus on balanced literacy in grades K-3, with an emphasis on foundational reading skills in grades K-2.

## 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?*

We have reduced barriers to scheduling by providing an intervention block for each grade level. Schedules were also created to maximize instructional time in grades 3, 4, and 5, where departmentalization is occurring. The barrier of time for planning has been reduced by adding two additional team-planning days for all teams to plan ELA and Math curriculum. A plan for staff development is in place to increase teacher knowledge of Tier 1 instructional strategies and deconstructing standards. Teachers are also receiving training in the area of ELA, through the Children's Literacy Initiative grant and Math training, with the support of the District's Math Department.

- A. Through classroom observations, it is evident that the barrier of planning has been decreased as teachers execute lessons that teams have built through collaboration.
- B. Students are demonstrating a deeper understanding of the literacy and informational standards, as evidenced by the BAS data.
- C. There is still a breakdown in student attendance, but has been addressed through our school's attendance plan.
- D. A possible re-entry point has been to offer incentives/recognition to students for perfect attendance on a quarterly basis.

### **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?*

The following decisions were made:

1. Adding a team-planning day in the second semester.
2. Adding Math planning to PLCs.
3. Strengthening the school's CPST/RtI process.
4. Planning for more frequent progress monitoring of literacy skills through iReady data monitoring and student work analysis in PLCs and quarterly data chats, with a focus on analyzing BAS data in grades K-5 and BSA data in grades 3-5.
5. The school will continue to focus on improving Tier 1 instructional strategies and deconstructing standards in order to create more rigorous formative assessments and classwork that match the level of rigor of the actual standards.
6. Teachers in grades K, 1, and 2 will implement a research-based phonemic awareness/phonics curriculum to strengthen foundational reading skills.
7. Teachers in grades K-3 are receiving training and individualized coaching through the CLI grant over the course of 3 years. (Year 1 focused on establishing a literacy climate/culture and intentional read-alouds. Year 2 focused on reader's workshop and guided reading. Year 3 continues to focus on guided reading and with a concentration in writers workshop.)

### **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?*

We will continue to work towards increasing our overall proficiency in Reading/ELA and Math through our work in PLCs and with the CLI grant. Our desired state is to have an ELA and Math proficiency level of 60% on the 18-19 FSA. We are currently below this desired state. In addition, our goal is to increase the number of students reading on-level, according to the BAS. Our goal is to reach 90% by 2019-2020.