

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

Directions for School Leadership Team: As part of the School Improvement Training we will engage in collaborative conversation and share best practices based on each school's Mid Year School Improvement Reflections. After input from the leadership team, each school is asked to bring this completed form to the training.

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 school wide use of the Daily 5 structure and integration of Conceptual Units focused on Language Arts Florida Standards and the ongoing and consistent Professional Learning systems in place at Stephen Foster ensure all facets of the school culture create an environment that is consistent and a school climate that works collaboratively to support our School Improvement goal of teaching every student to reach their maximum potential. Moreover, the implementation of rigorous daily small group instruction and Strategic Reading Strategy small groups that address specific subgroups and academic needs of students in the lowest 30% further support our SIP goal.

B. BSA ELA 2019 %Students Likely to be Proficient (On Track and Approaching) on FSA by the End of the Year Grade 3 – 19 % (2018 FSA 37%),

Grade 4 – Students Likely to be Proficient (On Track and Approaching) 39% (2018 FSA 37%),

Mid Year Students Likely to be Proficient (On Track and Approaching) 41% Grade 5 - (2018 FSA 47%).

BSA Math 2019 % Students Likely to be Proficient by the End of the Year Grade 3 – 31% (2018 FSA 53%), Grade 4 – 41% (2018 FSA 45%), Grade 5 – 37% (2018 FSA 55%). We are striving for 65% proficiency or growth on the 2019 FSA. 2018 Midyear BAS Proficiency Report: Kindergarten (B+) 65%, Grade 1 (G+) 39%, Grade 2 (L+) 38%, Grade 3 (O+) 33%, Grade 4 (R+) 39%, Grade 5 (U+) 31%.

C. Achievement gaps are addressed through delivering quality research based instruction aligned to the Florida Standards, collecting and analyzing Broward Assessment System (BAS) data quarterly (additional BAS are performed on students who are in the lowest 30%), and utilizing the iReady Diagnostic Assessment to monitor students' math performance in grades K-5. Furthermore, weekly Professional Learning Communities that continually are modified to meet the needs of staff and students based on the data. During PLCs teachers and leaders work together to create and implement strategies to improve classroom practices and target students' specific academic needs.

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. It is evident during classroom walkthroughs that students are engaged in meaningful instruction that supports the structure of Daily 5 and aligns to Florida's ELA, Science, and Social Studies Standards.
 - B. Satisfactory attendance as of January 29, 2019 63%, (2016-2017 58%, 2017-2018 68%), At Risk attendance as of January 29, 2019 26%, (2016-2017 27%, 2017-2018 23%), Chronic absence attendance as of January 29, 2019 9%, (2016-2017 12%, 2017-2018 9%), Severely Chronic absence attendance as of January 29, 2019 2%, (2016-2017 4%, 2017-2018 1%).
 - C. Progress towards eliminating the "At Risk" and "Chronic" absent students still needs improvement.
 - D. Another barrier identified is teacher knowledge of small reading group instruction. In order to alter this barrier, Professional Learning Communities are held weekly that address staff development that supports the SIP.

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?*

Decisions to continue utilizing the Daily 5 structure and integration of Conceptual Units focused on Language Arts Florida Standards and to intensify the implementation of rigorous daily small group instruction and Strategic

Reading Strategy small groups that address specific subgroups and academic needs of students in the lowest 30% further support our SIP goal, were based on 2018-2019 Florida Standards Assessment Data, which demonstrate that in order to ensure continuity in Daily 5 ELA instruction all classes K-5 have a 90 minute uninterrupted reading block. Furthermore, content areas are integrated within the reading block extending the reading block to 150 minutes in various classes.

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?*

A. *Reading BAS scores are monitored to ensure that students are steadily approaching their proficiency benchmark for their grade level. I-Ready reports are monitored weekly for % of students likely to be proficient on the FSA.*

B. *Our desire is to achieve levels at or above 65% proficiency or 65% growth (at or above achievement level 3) on the FSA ELA and Math for 3rd - 5th grades students.*

C. *Achievement gaps are addressed through delivering quality research based instruction aligned to the Florida Standards, collecting and analyzing Broward Assessment System (BAS) data quarterly (additional BAS are performed on students who are in the lowest 30%), and utilizing the iReady Diagnostic Assessment to monitor students' math performance in grades K-5. Furthermore, weekly Professional Learning Communities that continually are modified to meet the needs of staff and students based on the data. During PLCs teachers and leaders work together to create and implement strategies to improve classroom practices and target students' specific academic needs.*