

# SCHOOL IMPROVEMENT MID-YEAR REFLECTION

## Margate Elementary 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?*

A. This year we have restructured our ESE pull out and other Support facilitators. All teachers/facilitators push in to the classrooms daily. We no longer have students being pulled out to receive their ESE services. We feel that this has increased instructional time for these students. We have taken our lowest 25% students in grades 3,4 and 5 and placed them with highly qualified teachers. All 7 classes receive additional instructional support each day. We have built in days for teachers to plan and collaborate by looking at the data and creating plans based on that data. We have also increased our Tier 1 instruction by offering additional Professional Development here at our school. Teachers had the opportunity to participate in Small Group Guided Reading training , Balanced Literacy and Data Based Questioning. Teachers have been trained is using the Benchmark Assessment system to determine students' reading levels and then to use the Literacy Continuum to plan based on the analysis of the BAS. In the area of Math, we provided the Standards Based Math Professional Learning. We have Professional Learning Committee meetings where we develop and extend the learning. We have also placed a strong emphasis on the teaching of the Social Emotional Standards. We have the program Suite 360 that provides lessons for students and parents. We are continuing to use, i-Ready to provide support to our students in ELA and Math. Through close analysis of the diagnostic assessments we use the data to drive our instruction. Finally, we have a common formative assessment system for Grades 2<sup>nd</sup>- 5<sup>th</sup> grades with the program, School City. We have developed instructional cycles that are remediated and assessed at the end of every 6 weeks.

B. We continue to need to address the gaps in students' foundational skills. We have continued to slowly improve our ELA scores. Last year, we did not see our Lowest 25% make learning gains in Math. While we do have students take ownership of their learning through their SWAG folders, we do feel a need to spend more time conferencing with our students to help them progress towards their goal. The planning of Small Guided Reading groups continues to be an area we are continuing to improve our practice.

C. Administration and support staff meet with teachers every 6 weeks to data chat and track student progress. We are taking a close look at the Mid Year i-Ready diagnostic, our School City Cycle assessments. Using the i-Ready Crosswalk, we are looking at where the students are predicted to be and making plans on what we need to do to continue them on a path towards proficiency or beyond. Students in the "Super 7 (lowest 25%) will have the opportunity to participate in after school tutoring sessions in Math. Students in 5<sup>th</sup> grade will also have the opportunity to participate in after school Science tutoring sessions.

### 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. One of our barriers was our Tier 1 instruction in the areas of ELA and Math. Since the Professional Learning of Small Group Guided Reading training, we see more teachers creating effective lesson plans to effectively teach and help our students move towards proficiency. Through the Standards based Math training, we see more targeted instruction taking place during small group instruction. Another barrier was finding a common formative

assessment. We feel that we are moving in the right direction with the use of the School City assessments structure.

B. By targeting our Tier 1 instruction, we are hoping to close the instructional gaps some of our students had. As well as having a more rigorous assessment, we are hoping to prepare our students for the demands of the Florida State Standards.

C. The breakdown is tied to the planning process. The in-depth analysis of the assessment data takes time. Then the planning process needs to be aligned to the data analysis.

### **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 have many of our classrooms meeting proficiency with success. However, we continue to implement the action steps to have more classes make the 62% proficiency learning targets.

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

*A. How will your 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. As we progress towards our goal, student achievement will be impacted through more students reaching proficiency. We also hoping to have our lowest 25% of students make learning gains in ELA and Math. We hope that with an increase in our teacher knowledge base through professional learning, our restructuring of our lowest 25% with additional push in support and our after-school camps will help us to reach our goal.

B. Our goal is to have 62% of our 3<sup>rd</sup> -5<sup>th</sup> grade students score at or above a Level 3 as measured by the Florida Standards English Language Arts assessment and to have 65% make learning gains. In addition, our goal is to have 62% of our student score at or above a Level 3 as measured by the Florida Standards Math Assessment and to have 70% of our students make learning gains. We also have a goal to have 55% of our 5<sup>th</sup> grade students score at or above a Level 3 on the FCAT Science assessment. Our goal is to be an "A" school.

C. The gaps that exist are being to help our lowest students make the necessary learning gains. We have students that while they are making gains in reading levels, they are still struggling to understand grade level content.