

NORTH FORK ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018/2019

Directions for School Leadership Team: As part of the February 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?

Yes, North Fork has made significant gains towards achieving our learning goals. The structures and systems that are currently in place at North Fork Elementary ensure that all facets of both the culture and climate of our school support our SIP goals. Our School Improvement plan is reviewed and modified annually to address the content areas of ELA, Mathematics, Science, and Writing. It also helps us to define school-wide Professional Development needs. Authentic PLC's occur twice a month and grade level teams meet weekly to share best practices (usually centers driven) based on the targeted standard that is being taught. All instruction and assessments are aligned with the Florida Standards as evidenced from School City assessment data. Students in need of additional academic support, especially the lowest 30th percentile, are identified to attend the Manatee Afterschool ELA/Math Camp. All students receive a Reading intervention program for one hour daily. Special teachers and support staff, provide daily push-in support to give academic support to identified students. Our school's RTI process allows teachers to identify struggling students quickly in order to provide targeted academic support using resources such as I-Ready, LAFS, and LLI. Behavioral interventions are also discussed and addressed as needed to support the whole child. Students' social and emotional needs are met through our school's schoolwide CHAMPS and LEAPS programs.

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

Based on Our School City data we are showing slow but steady growth as it relates to student performance on ELA 26%, Math 35%, and Science 28%. Additionally, our BSA (Broward Standards Assessment) show students performance on ELA 25%, Math 28%, and Science 26%. Our desired state of performance is ELA 35%, Math 45% and Science 40%.

To get to our desired state we will ensure that every student attends school daily and receives highly effective Tier I instruction every day, in order to increase academic achievement (i.e. make learning gains). The primary gaps that exist between our current state and our desired state can be closed by increasing student rigor in each subject daily. Students' daily attendance is also monitored to discourage student absences.

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

The school's administration has emphasized the need for highly effective quality Tier 1 instruction in every classroom, every day. To this end, teachers are provided direct, targeted support based on their needs. Instructional materials are provided for students at/above their instructional levels and teachers are frequently monitored to ensure all assignments and assessments are aligned with the Florida Standards. Learning centers are established to ensure

students are exposed to the FSA question stems and assignments are created at the appropriate level of rigor for each grade level. There has been a deliberate school-wide effort to increase student collaboration, increase student engagement, increase data-driven instruction and have students demonstrate their learning through the production of authentic student work.

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?

Schedules are structured to provide limited interruption to the learning environment. Our 3rd, 4th and 5th grade classes are departmentalized allowing adequate time for focused instruction in ELA/Writing, Math, and Science. Grade level teachers meet for weekly PLCs to share best practices, plan instruction, and analyze student work samples.

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

Schedules impact all areas of the school's operations. Ensuring that students are focused on learning and teachers are constantly implementing research-based best practices ensure that our school will reach our goal.

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

Progress is being made towards eliminating the barriers. Our school's data (i-Ready Diagnostic Assessments, BAS, BSA, teacher data, student data, etc.) show that students are making academic gains in all grade levels. Marzano's i-Observation instrument has been effective in collecting data regarding effective teaching practices.

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

Additional barriers have not been identified at this time as effective re-entry points into the plan.

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?

Programs such as i-Ready, LLI, and PLC's all showed to be effective last school year. Decisions to continue, intensify, and modify our school's action steps were based on the 2017-2018 FSA results. More recently, the BSA, School City, BAS, i-Ready Math, and i-Ready ELA results have further supported our decision that the action steps being implemented were correctly identified.

4. What are your benchmarks for success? A. How will your progress towards your goal impact student achievement?

By deliberately ensuring all students receive highly effective Tier I instruction, students will be exposed to the rigor of the Florida Standards. Additionally, as individual student needs are identified and subsequent interventions will be implemented in a timely manner. With these plans in place, there will be an overall increase in student achievement, students will demonstrate academic gains, and every student will experience academic success at their highest potential.

B. What is your desired state?

Our desired state is that 100% of students will demonstrate academic gains in the 2017-2018 school year as evidenced on the Florida Standards ELA assessment, FSA Math assessment, FSA Science assessment and the BAS assessment.

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

The 2018 FSA results on learning gains are as follows and represent the gap between our current state and our desired state: ELA - 45% learning gains overall and 50% learning gains for the lowest quartile Math – 65% learning gains overall and 50% learning gains for the lowest quartile.