

Plantation Park 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?***

The structures and systems that are currently in place at Plantation Park Elementary ensure that all facets of both the culture and climate of our school support our SIP goal that 50% of students in the lowest quartile will show learning gains as evidenced by the 2019 FSA ELA. To support this goal, authentic PLC's occur at least monthly and grade level teams meet at least bi-weekly to share data-driven best practices based on the targeted standards that are being taught. Team leader meetings are held monthly and teachers also participate in district-level trainings.

A strong Balanced Literacy focus is being implemented schoolwide using research-based strategies in the New Balanced Literacy and Responsive Literacy books. Teachers attend and participate in PLCs (at least monthly) to improve their skills on implementing Guided Reading Groups, BAS Learning Targets, and Interactive Read Alouds.

All instruction and assessments are aligned with the Florida Standards, as evidenced in grade level CARE Cycles. Select students will attend 4-5 week ELA and Math AAA Camps, targeting skills and standards to increase their academic achievement. I-Ready Reading and Math Diagnostic assessments are used to determine students' areas of strengths and opportunities for improvement. Support is provided through the I-Ready technology Pathway lessons. Teachers also provide skill specific assignments to students based on their assessment results and meet with students in small guided reading groups, providing teaching targets responsive to students' academic needs. Special teachers provide daily push-in support to targeted Kindergarten students. Students in grades K-5 participate in a Science and Math Special that incorporate academic games to reinforce previously taught skills. A bilingual staff member also provides rigorous academic support to students who are in our ESOL program, ensuring each student's support is aligned with the Wida Can Do Descriptors and the grade level Florida Standards. Education Support Specialists provide daily academic support to students in the EBD cluster program.

Our school's RTI process allows teachers to identify struggling students quickly in order to provide targeted academic support and interventions using resources such as i-Ready, MAFS, LAFS, and LLI. Behavioral interventions, attendance concerns, and Social Emotional Learning are also discussed and addressed as needed to support the whole child. Teachers meet with the CPST at least monthly to track students' progress towards the grade level standards, targeted BAS levels, and behavioral goals.

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

Our desired state is to ensure every student receives highly effective Tier I instruction every day in order to increase academic achievement and make learning gains. The primary gaps that exist between our current state and our desired state are evidenced in the need for:

- rigor in every classroom, every day
- differentiated instruction
- differentiated centers
- data-driven decisions implemented in a timely manner
- increasing students' time-on-task and their active engagement in authentic differentiated learning activities
- increasing time spent providing small group, targeted instruction
- increase in the use of resources that are aligned to support the needs of individual students
- standards-based assignments and assessments
- standards-based hands-on science learning opportunities for all students (Gr. K-5)

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. There has also been a deliberate focus on the schoolwide implementation of a Balanced Literacy approach to teaching and learning. To this end, teachers are provided direct, targeted support and professional learning opportunities 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. Differentiated 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 decrease whole group instruction, increase small group/differentiated instruction, share best practices, increase student collaboration, increase student engagement, 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 and common planning times are established to limit interruption to the learning environment and increase time on task. Our 5th grade classes are departmentalized allowing adequate time for focused instruction in ELA/Writing, Math/Science. Fourth grade students are scheduled in a Walk-to-Math program, allowing students to be grouped based on their leveled needs of academic support.

Grade level teachers meet at least bi-weekly to share best practices, plan instruction, and analyze student work samples. Teachers also actively participate in on-site and district-provided staff development activities ensuring teaching practices are supported by current research in the field of education.

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. The implementation of the Balanced Literacy Program on a schoolwide level helps to ensure the achievement of our SIP 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 and providing on-time feedback 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. Our current barriers are sufficiently identified.

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?*

A change has been made to redesign our AAA camps and restructure how RTI/CPST meetings are conducted because the school's data calls for a direct focus on identifying and supporting students in the lowest quartile. Also critical to success is the deliberate schoolwide shift from delivering whole group instruction to the daily implementation of small group, direct instruction in order to meet the learning needs of individual students.

Decisions to continue, intensify, and modify our school's action steps were based on the 2017-2018 FSA ELA and Math results (Gr. 3-5). More recently, the results of the second i-Ready Reading and Math Diagnostic Assessments and current BAS data have supported our decision that the action steps being implemented were correctly identified. This year's STEM Special focuses on reinforcing grade level Math and Science standards that are currently being taught in the classrooms.

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, through the RTI process, individual student needs are identified quickly, and the subsequent interventions are 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 2018-2019 school year as evidenced on the Florida Standards ELA and Math Assessments. Our targeted goal is that by June 2019, at least 50% of students in the lowest quartile (Gr.3-5) will show learning gains as evidenced by the 2019 FSA ELA.

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

Based on the 2017-2018 FSA ELA results, 45% of students in our lowest quartile showed learning gains. This represents a 5% gap between our current state and desired state for the 2018-2019 school year.