

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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 current structures and systems in place for the 2018-19 school year consists of:

- Creating an instructional schedule that allows for efficient student support including push in and pull out, inclusive of our Exceptional Student Education (ESE) population. The schedule also allows for block scheduling of English Language Arts (ELA) (120 minutes that include interventions and remediation) and Math (60 minutes). This supports our SIP goals of aligning instruction to grade level standards and addressing the needs of our RTI population. In addition, whenever possible, grade level teams have common planning times to collaborate and analyze ongoing data to drive instruction.
- Creating a schedule that provides opportunities for collaboration and sharing of best practices that include:
 - Team Meetings
 - Leadership Team Meetings
 - PLC Meetings
 - Data Chats
 - RTI Meetings
 - Faculty/Staff Meetings

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

	ELA		Math		Science	
Achievement Proficiency (0-100%)	2018 Results	2019 Goal	2018 Results	2019 Goal	2018 Results	2019 Goal
	50	55	60	70	40	55

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

We will address these gaps between now and the end of this school year by:

- Providing teachers with professional development opportunities and time with support staff to assist in disaggregating their students' data, utilizing the data to plan and drive instruction that meet individual student needs. Fourth and fifth grade ELA teachers have attended Core Connections Writing training. Continuous I-Ready support and training has been and will continue to be provided through in-house training with the Reading and Math Coaches as well as through the I-Ready consultant. The I-Ready consultant trainings are provided through the Title I Professional Development funds so that teachers in K-5 may attend face-to-face sessions. In addition, we will provide teachers with research-based intervention programs and high quality instructional practices to help meet the needs of all students and reduce the gaps in student learning. This support is provided to teachers through communication during our grade level data chats, Professional Learning Communities (PLC's) and Response to Intervention (RTI) meetings. Through these collaborations, administrators and coaches facilitate the sharing of best practices for high quality instruction, aligning of grade level curriculum to meet the specific needs of students utilizing the results of classroom assessments that include BAS, Broward Standards

Assessment (BSA), and I-Ready checkpoints and Standards Mastery Assessments. These collaborations also include time to modify instructional focus calendars (IFC's) as needed based on student performance levels.

- After School FSA tutoring camp is being held for grades 3-5 students. The camp is specifically for reading and math and consists of 2.5 hours a week for each content area. Mondays and Tuesdays reading is addressed and Wednesdays and Thursdays math is addressed. Standards-based instruction is provided in the identified areas of weakness. During this time test-taking strategies are also implemented.
- Meeting the students' academic needs through push-in support for ELA during their Literacy block, utilizing the Literacy Coach and two ESE support facilitators. In addition, through Title I funds, a Math Coach and a Reading intervention Teacher also meet with small groups based upon identified student needs. Primary teachers are utilizing Phonics for Reading, Dr. Haggerty's and the LLI to support phonics and phonemic awareness instruction. We have also purchased and implemented new reading interventions such as SAXON, Quick Reads, and Leveled Literacy Intervention (LLI) to provide reading assistance to students (through small group instruction or "Walk to Read" instruction. In addressing the math gap, our school continues to implement a school-wide Math Fluency Plan which requires all grade levels to participate in a monthly timed fluency assessment. In addition, classes are required to include daily Math Model Drawing instruction to reinforce problem solving skills. The Math Coach currently pushes into intermediate grades and provides supplementary support for primary grades. An additional resource teacher provides additional enrichment support to meet students' needs along with Science support to 5th grade classrooms.
- In an effort to identify and monitor individual student needs and necessary support, we utilize a data base to create reports that include previous year's disaggregated Florida Standards Assessments (FSA) scores including how many points are needed to make a learning gain, along with i-Ready Diagnostic scores, BAS levels, and lowest quartile students. Administration and support staff collaborate with grade level teams to continuously discuss and monitor student data which lends to the creation and ongoing alignment of each grade level's instructional focus calendars that includes remediation and enrichment strategies.

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?

- Our English Language Learners (ELL) and Students with Disabilities (SWD), who are on standards, are not performing at grade level or making sufficient learning gains. An alignment of the daily instructional schedule has improved the delivery of our ESE support as well as small group instruction, inclusive of our lowest quartile, to all classrooms with a push-in model from our ESE support facilitator and Curriculum Coaches. This also reduces transition time and behavior issues. The push-in/pull out of small groups utilizes research-based intervention programs that meet the needs of all students and the requirements of the RTI process.
- To streamline RTI and implement differentiated reading strategies to target specific literacy skills, a "Walk to Read" program was instituted in first grade. This program utilizes researched-based Literacy interventions that meet the needs of each student.

- To reduce the number of absences and tardies, student attendance is monitored by our B-TIP liaison. In addition, attendance concerns are discussed during grade level report card reviews as well as RTI meetings so that support is provided through the school social worker.
- As previously mentioned, professional development opportunities are provided to build instructional capacity in Balanced Literacy instruction and the schoolwide research-based intervention programs that are utilized to meet our student needs.
- Due to the mandated 20 minutes of recess, daily instructional time has been reduced. To assist with closing our science gap, a hands-on Science support resource was instituted for fifth grade students on their non-PE days.

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

We are in the process of collecting data from I-Ready diagnostics (AP1 & AP2), School City checkpoints, as well as, BSA will assist in modifying instructional practices. Ongoing analysis of this data, along with student data chats will build student and teacher capacity to maximize data-driven instruction.

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?

Strategies are implemented with fidelity in all grade levels as daily instructional schedules have been aligned to allow for effective push-in, pull-out and small group instruction. Furthermore, all decisions regarding instruction are made based on specific Literacy, Math and Science data. Analysis is shared within PLCs, Leadership and Cadre Director meetings to share best practices and ideas. We take this opportunity to share, revise, and improve upon our implemented strategies and report our findings to our teachers. We are in a constant reflective process of reevaluation as we receive more information on the FSA. This forthcoming data will allow us to either continue, intensify, modify, or terminate strategies or action steps based on specific evidence from our current action plan. Our curriculum will also be evaluated from now until the end of the school year to meet the needs that best fit our students.

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?

Our benchmark for success is to increase 4 points in each student proficiency for ELA (+5), Math (+10), and Science (+15) as measured by FSA. Our plan is for all students to set SMART goals as a way of gradually building students' capacity to tackle challenges. We will continue to work on instructional practices that align with the FSA requirements by holding PLCs among teachers and monthly Leadership meetings, collecting data and carefully determining which practices are most effective, choosing appropriate interventions, creating a supportive environment, and evaluating outcomes for the next school year. Based on the data we've collected, we have determined that instruction geared towards specific students' needs is best targeted through use of research-based interventions and effective resources. Interventions are chosen based upon student data.