

# Pasadena Lakes Elementary

## SCHOOL IMPROVEMENT MID-YEAR REFLECTION 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?*
  - 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?*
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- A. *The structures and systems in place are school-wide, and therefore create predictable environments from grade to grade, in Common areas, during Specials classes and during after school activities. Some examples of school-wide initiatives that set a school climate that supports our SIP goals are: CHAMPS (positive discipline plan); Learning Goals and Scales are evident in all classrooms, including in lesson plans, on bulletin boards and on whiteboards throughout the school; Florida Standards based lessons, assessments; data analysis using Google Sheets, Google Docs and SchoolCity during PLC Meetings and Data Chats; and continuation of "Unwrapping the Standards" during teacher planning meetings. We continue to focus on differentiated centers using the Learning Goals Scales and Performance documents to ensure that the needs of all students are being met.*
  - B. *Some of the gaps include: lack of home/parental support and involvement; student motivation is lacking; students' pre-requisite skills remain low at all grade levels; vocabulary and critical thinking skills are lagging across all subject areas; attendance is an issue with some students; although there has been an increase in rigor implemented in all grades, there remains a gap from primary to intermediate in the skills being taught and assessed. 1. Language barrier, 2. Addressing social/emotional skills, and 3. Multicultural modalities.*
  - C. *We will continue to use School City assessments in ELA, Study Island, Splash Math, Reflexmath, Stemsscopes, and Science A-Z to provide checkpoint data to monitor student progress on specific standards being taught. Teachers also use the Benchmark Assessment System in ELA to progress monitor students independent, frustration and instructional levels three times per year. Staff will continue to address gaps with "bubble", lowest 30<sup>th</sup> and ELL students through small group push-ins and pull-outs. During the small group sessions, staff target specific benchmarks based upon student data. We continue to implement our Attendance Plan by motivating students to attend school regularly and through attendance contract with parents, the School Social Worker and BTIP Proceedings; continue student conferencing; offer Parent Conference Nights to help better accommodate parents' schedules; use Title I funds to purchase needed programs for the 2018-19 school year; and we will continue to increase rigor within the classrooms. We are expecting an increase in our school as a result of our continuous efforts.*

**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. Alterable barriers have been reduced through push-in and/or pull-out scheduling for “bubble”, lowest 30th, and ELL students in ELA and/or math. ELL camp and FSA Success Camp is currently being offered and is being provided to ELL and “bubble students”. During both camps instructors continue to work on standards-based instruction based upon student data collected throughout the school day. Computer-based instruction can be continued at home; assigned homework is Florida Standards-based; professional development has been offered on Standards based differentiated centers, Working with Data, Optimal Release Model, CHAMPS and Beyond CHAMPS for non-instructional staff. Staff is implementing an updated Attendance plan in the classroom with students as a motivator to improve student attendance.*

*B. Barrier solutions have been wide reaching and will help us achieve our SIP goals. We know this through continuous analyzation of school data, including at the conclusion of adult learning; students are being held accountable for their own learning through the school-wide use of scales and rubrics, administration is “inspecting what is expected” terms of instruction, and data binders/folders and journals with feedback. Quarter expectations are provided to parents/students for the upcoming year.*

*C. The reality is that some barriers will continue to exist, due to the lack of funding in Florida for public education in general. The breakdown occurs that as the rigor with the Florida Standards and the cost of living increases, parents are becoming less involved in the education of their children either due to lack of understanding or the need to work multiple jobs. When Special Area classes are eliminated due to a lack of funding, we lose additional support to work with students in specific categories.*

*D. Some re-entry points would be to offer educational programs for parents; which would highlight the importance of school attendance, reading at home, and knowledge of basic math fact fluency and FSA ELA, Writing, and Math requirements. In addition, communication would be available through, website, newsletter, and social media.*

**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. Decisions are continuously made to continue, modify and/or terminate strategies based on specific data, such as School City, Study Island and Reflex Math. Data collected by all grade levels, support staff, ESE teachers and administrators help to revise and modify instructional delivery and practice. Small groups remain fluid especially in math as students are pulled based upon the standards being addressed in the small group, which means that teachers are using the Optimal Release Model and other data to determine which students to pull for which standards. Teachers are also evaluated on the 41 protocols in the Marzano Framework, to assist in determining the effectiveness of instructional practices within the classroom.*

#### **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. Our SIP goals are for all of our students on all levels including. ESE, ESOL, general education, Gifted, to increase their achievement in ELA, Mathematics, Science, and Social Studies. We will continue to make progress through differentiated instruction, analyzing data (google docs) and evaluating instructional practices; in order to meet the needs of our students. It is imperative students attend school and be on time so they do not miss any instructional time. We will continue to implement CHAMPS our school-wide discipline program with fidelity. We will continue to ensure that learning goals and standards are evident in all classrooms.*

*B. Our "desired state" is to become number 1 in our SES Band in the district, and in the state.*

*C. Our instructional staff will continue trying to close the gap between our current state and our desired state through continued implementation of standards-based instruction; raising expectations of students; increasing DOK levels; engaging parents and students in learning; monitoring progress frequently and consistently; analyzing data from all sources; administrators and support staff providing educators with critical feedback, teachers providing students with specific feedback, and encouraging the continued lifelong learning of all stakeholders at Pasadena Lakes Elementary: students, faculty, staff and parents.*