

Atlantic West Elementary

2017-2018

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Directions for School Leadership Team: As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP.

DA Schools must enter information in the FLDOE SIP located of Florida CIMS.

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?*

AWE's SIP Goal for 2017-2018 is for 46% of students to demonstrate proficiency in ELA and for 43% of students to demonstrate proficiency in Math, both as assessed by the FSA. In order to attain this goal, an independent consultant, the Literacy Coach (Ms. Puia), and Resource Teacher (Ms. Oppy) will address literacy (ELA) instruction in all classrooms across all grade levels through: modeling in classrooms, bi-weekly PLC's, and facilitation and support at Quarterly Grade level planning days. This will ensure planning for literacy instruction that includes a strong focus on the use of valid and reliable student data to identify targeted and differentiated goals for instruction and use of research-based and developed programs and strategies. At this time a gap of 7% still exists between the level of proficiency desired and the final goal of 46% proficient. The largest gap exists at the 4th grade level as determined by last year's 3rd grade FSA scores. The proficiency gap in math is 4% based on the goal set with the lowest performing group also being 4th grade based on 3rd grade FSA from 2016-2017. Between now and the end of the school year the grade level teams will continue to work with the literacy coach, resource teacher, and independent consultant to review data from BAS, BSA and IReady in order to inform targeted and differentiated instruction to meet the individual At this time a gap of 7% still exists between the level of proficiency desired and the final goal of 46% proficient. The largest gap exists at the 4th grade level as determined by last year's 3rd grade FSA scores. The proficiency gap in math is 4% based on the goal set with the lowest performing group also being 4th grade based on 3rd grade FSA from 2016-2017needs of these students. Detailed plan to support Balanced Literacy:

- Attend sub cadre monthly meetings with a first and second grade teacher. Information is then shared with each grade level team.
- Modeled balanced literacy lessons in the primary classrooms by literacy coach and independent consultant
- Shared planning for balanced literacy with each primary grade facilitated by the literacy coach and independent consultant

Math instruction will be supported across all grade levels by resource teacher (Ms. Oppy) during planning days, at PLC's and by modeling in classrooms. A core of support staff instructional personnel will pull small groups of students who are only a few points away from proficiency according to data from formative and standardized assessments. Additionally, several camps will be held in the morning prior to the start of school on Wednesday and Friday (to support ELL students) and on six Saturdays to provide further support for struggling students.

Detailed Math plan follows:

- Kuhns Training on the 8 Standards of Mathematical Practices

- Manipulatives
- In house calendar math training (each grade level) and model lessons - all aligned to the standards and the guidance document
- Re-introduction of the Guidance document (to each grade level)
- Created an implemented an assessment calendar per grade level utilizing iReady for collecting data as part of the CARE cycle
- 50+% pullout math support teacher
- Small group math support, ½ hr per day targeting the 4th grade bubble students provided by 5 support staff members
- Daily schedule model disseminated including calendar math, direct instruction, small group practice with remediation/enrichment.
- District personnel to meet with team leaders on January 23rd, Intermediate instructional training on the math block and Core Instruction on February 13th, District Math walkthroughs in intermediate grades and then follow up with PLC.

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?*

AWE reduces barriers of literacy and math goal attainment by incorporating bi-weekly PLCs, fluid reading groups, and math and reading-pull out for targeted small group instruction. This is evidenced as bi-weekly PLCs are consistently facilitated and attended. Pull out groups are also consistently held and data analyzed through regular data chats. PLC groups analyze data and create crunch time plans.

A plan is also in place to address barriers of student motivation and attendance:

Student Motivation –*SOAR Expectations* (Self Control, On-Task, Acceptance, Respect) lessons is a daily resource that teachers use to teach the SOAR Expectations to students. The daily lessons may be read verbatim or used as a guide for teachers to explain the importance of each expectation in school. The students are also encouraged to use the expectations outside of school. The common lesson plans are taught to SOAR expectation students from August through January.

When students exhibit SOAR Expectations the teacher will award students HERO points using a technology program. HERO incentives include items such as; SOAR pencils, pens, erasers, and trinkets.

The HERO Management System is used from February through June. This allows teachers to electronically manage their class/students points. Students are awarded points based on previously taught SOAR expectations. Students should be able to SOAR expectations into practice throughout the school. Parents are able to access their child’s HERO points and students are able to view their points.

SOAR Expectation Signs are placed in each classroom and throughout the buildings.

Student Attendance – Monitoring Attendance (Tardies and Total Absences)

Incentives - Students receive HERO points for arriving to class on time; the 2017-2018 attendance focus has been zero tardies. The school's YMCA is the sponsor of the quarterly "No Tardy Party".

Current State: 60% of teachers are using the SOAR Daily Lesson Plans

Desired State: 85% of teachers use the SOAR Daily Lesson Plans (Teachers in the ASD cluster may not be able to use them each day)

Current State: 100% of teachers have been trained on using the HERO Management System

Desired State: 85% of teachers will begin to use the HERO Management System (Teachers in the ASD cluster may not be able to use them each day)

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?

Decisions to continue and intensify strategies is based on the evidence of the BSA in reading and math for intermediate grade levels, third grade portfolio results and BAS and I Ready for primary grade levels. Administrative and Coach/Resource teacher classroom walkthroughs and formal and informal observations indicate a need to continue if not intensify the strategies in place so that targeted instruction is in place daily and across all classrooms.

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?

In order to progress towards our goal, AWE will continue to analyze data from IREADY standards based assessments, portfolio assessments, Broward Standard Assessments (BSA) and BAS. Our desired state is to have an overall 46% of our students proficient in ELA and 43% in math as assessed by the FSA. At this time a gap of 7% still exists between the level of proficiency desired and the final goal of 46% proficient. The largest gap exists at the 4th grade level as determined by last year's 3rd grade FSA scores. The proficiency gap in math is 4% based on the goal set with the lowest performing group also being 4th grade based on 3rd grade FSA from 2016-2017.

For the SPBP a plan is in place to address gaps and reduce barriers:

Communicate with teachers via e-mail to increase the use of SOAR and HERO.

Frequently incentivize students that achieve goals

Frequently incentivize teachers that are caught using SOAR and HERO

Frequent communication with parents about accessing HERO

Attendance – Continue to award HERO points; Continue to contact parents and send them notices for frequent tardies and absences.