

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2018-2019

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

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 we have in place ensures that all facets of the school culture help to supports our SIP goal. We have implemented our instructional plan with a standard driven focus calendar, and it's monitored through our Professional Learning Communities. The following structures and systems are in place to help us achieve our learning goals:

- Balanced Literacy Framework
- BAS, Literacy Continuum
- A comprehensive RTI program to identify students who qualify for additional academic and behavior support services, and ensure upward academic and behavioral trends for our students (weekly)
- Leveled Literacy Intervention
- Effective guidance program to meet the social & emotional needs of students and support for teachers to implement SEL instruction
- Literacy Coach, Math & Science Coach support
- Reading Resource Room with leveled books A-Z
- Guided Reading Instruction, Targeted small group standards-based instruction
- LAF's instruction in small groups
- School City to monitor progress
- PLC's – Formative Data submission from School City and analysis to drive instruction (monthly)
- Family and Community Engagement (FACE) - community partnerships/Active PTO

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

<u>FLAMINGO ES</u>	<u>FSA/ELA 2018 >3</u>	<u>Mid-Year ELA 2018 *Pending</u>	<u>GAP</u>	<u>FSA/MATH 2018 >3</u>	<u>Mid-Year 2018</u>	<u>GAP</u>
SCHOOL TOTAL	61.3%			57.6%	57.6%	(-0)
TOTAL 3	67%			62%	53%	(-9)
TOTAL 4	56%			63%	58%	(-5)
TOTAL 5	61%			48%	62%	(+14)

Based upon our FSA-ELA 2018 data, Integration of Knowledge and Ideas was the weakest area. Currently, we are unable to state our weakest area from the Mid-Year ELA because our scores are not available. We are aware of our area of weakness and will continue to progress monitor this area. FSA-Math data showed in Gr.3 & 5 Measurement, Data and Geometry and in Gr. 4, Numbers and Operations were the weakest strands. Our Mid-Year shows an overall positive trend line in Gr. 5. In Gr. 3 & 5 we will continue to progress monitor. Our desired state was to focus on the aforementioned, revise, and adjust instruction to increase student achievement this school year.

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

After analyzing the FSA and School City (BSA) data, the following plans have been implemented:

- At PLC's, teams analyzed their results by Standards and Item Analysis to identify areas to strengthen
- Teams identified the percentages of students at mastery, proficiency, satisfactory, and needs improvement to drive their instructions
- Continue utilizing School City standard based formative assessments & resources
- Leveled Literacy Intervention (LLI) Groups in 1st – 4th for struggling readers
- BAS data for Small Groups in Reading are ongoing (Independent, Instructional, Frustration, & Intervention)
- K-5 teachers implement and model close read strategies
- K-5 teachers implement and model Mathematics steps to problem solving using the strategies (Understand, Plan, Solve, Check)
- Test Specification Lesson Alignment in ELA & Math
- BSA Math Test Item Guides
- ELA Standard Based stems
- Reading Resource Teacher –small groups in Grade 3-5 Reading Comprehension, Phonics (Write-in Reader - QAR - Phonics for Reading, Journey's Tool Kits
- Literacy Coach – small groups in Grades 3-5
- Math Coach – small groups in Grade 4 and 5
- ELL Camp Initiated Grades 2 – 5
- Math Camp for 4th & 5th lowest quartile
- Paraprofessionals –small groups in Grade 4 & 5 for Math interventions

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?

A barrier that has been reduced is the availability of reading resource materials aligned to the standards for teachers to utilize to help drive their instruction. The Literacy, Math & Science coaches are continuously working at providing appropriate instructional resources to teachers that are necessary for them to teach the standards with rigor and providing them with support.

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

We have noticed an increase of books that teachers are using from the reading resource room. Teachers have strengthened their Literacy and Math Centers activities to reinforce standards taught. Formative assessments are continuously monitored to promote further alignment to the standards.

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

We've noticed that the resource room is being utilized more productively. If it proves that it isn't sufficient, a possible breakdown might be that the materials aren't being used with fidelity and efficiently. Additional training maybe needed to assure its effectiveness.

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

NA

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?

Based on specific evidence, it was determined that teachers needed to intensify the rigor when teaching reading and math standards. To achieve this, we focused more intently at the use of LLI, small group guided reading and the LAFS's books as a teaching tool. Grade Level meetings, planning, and pacing charts to guide instructional practices. Item Test Specifications and the standards progression are being reviewed to drive instruction as well.

4. What are your benchmarks for success?

A. How will you progress towards your goal impact student achievement?

Monitoring our benchmarks will keep us focus on our goals of standards mastery to increase student achievement. We will continue to look closely at our SES Band schools and make adjustment as needed.

B. What is your desired state?

Our desired state is to continue to support our teachers, celebrate student successes and utilize resources that will strengthen our teaching practices and help us increase student proficiency levels.

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

Our current state doesn't show a gap in Gr. 5 Math based on our Mid-Year.

Our desired state which is to increase our Math Proficiency in grade 5 from 45% to 60% on the 2018-2019 Spring Math FSA. Our intention is to continue to progress monitor and make adjustments as needed.