

SCHOOL IMPROVEMENT MID-YEAR REFLECTION

Morrow Elementary School 2018-2019

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?

A. The structures and systems that are in place at Morrow Elementary help ensure that all facets of the school culture and climate support our SIP goal. We designed a schedule which allows our teachers to participate in weekly school based Professional Learning Communities (PLCs) and data driven team planning. This gives our teachers the opportunity to utilize student data to plan collaboratively and drive instruction. Also built into our schedule is time for our Support Staff Members and Administration to collaborate with grade level teams in order to support teachers and ensure the necessary steps are being taken to enhance student achievement.

B. Based on our current i-Ready data for ELA, we have 32% of our students in grades 3-5 predicted to be proficient on FSA. Our goal we set at the beginning of the school year was 46% of students demonstrating proficiency. For our students that are in the lowest 30% category, our i-Ready data shows that 34% are predicted to make a learning gain on the upcoming FSA. Our goal we set at the beginning of the year was 34%.

Based on our current i-Ready data for Math, we have 36% of our students in grades 3-5 predicted to be proficient on FSA. Our goal we set at the beginning of the school year was 56%. For our students that are in the lowest 30% category, our i-Ready data shows that 42% are predicted to make a learning gain on the upcoming FSA, and the goal we set at the beginning of the year was 56%.

The data shows that there are some gaps between our current state and desired state. Our plan for addressing these gaps is explained in the section below.

C. Morrow will continue monitoring our student data, school-based PLCs, and data driven team planning. We have put steps in place to ensure data driven planning is taking place and instructional procedures are being implemented with fidelity. Teams are now utilizing a data

analysis template, which addresses standards that need retaught, remediation plans, and targeted student proficiency progress. Our Leadership Team is ensuring that our teachers are more consistent and targeted with their planning and following through with the implementation. Our focused classroom walkthroughs by administration and our Support Staff is one of the methods we are using to monitor this. We are working with teachers on developing a better understanding of how to adjust instruction based on what formative data is being displayed. Once we receive our District midyear assessment data we will be making adjustments to our IFC and will put in place other action steps necessary to ensure success.

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. One of our main focuses this school year has been to increase the learning gains of our students in the lowest 30%. We have made adjustments to ensure that this is taking place. In terms of scheduling, we have adjusted our schedules to provide as much extra support as possible for our students in the lowest 30%. Evidence of this is the fact that we now have teacher assistants and support staff members pushing into classrooms to provide targeted support for students in small groups.

B. The evidence we have that this system is helping us achieve our goal is the fact that the learning gains of our lowest 30% in ELA based on our i-Ready data shows that we are predicted to be at 34% making learning gains, which is a 20 percentage point increase from last school year. In Math, our i-Ready data shows that 42% of students in the lowest 30% are predicted to make a learning gain on FSA, which is a 6 percentage point increase from last school year.

C. Due to the fact that our data is showing progress in this area, we are not seeing a breakdown. However, we are going to continue to monitor instruction, data analysis, and student progress to ensure our lowest 30% continues to show progress.

D. Other possible barriers that could have a negative impact on student achievement are lack of teacher and student attendance. We have our Attendance Plan that is designed to address this concern by identifying concerns early, putting incentive plans in place, and ensuring frequent parent communication. For teacher attendance, we have also incorporated a monthly incentive system to encourage 100% attendance every month.

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. Our instruction is standards based and differentiated to meet the various needs of our students. Implementation of strategies with fidelity has been improving due to our focus on data driven team planning. In order to intensify our action plan in this area, we have put steps in place to ensure data driven planning is being implemented with fidelity and is being monitored more closely.

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. We will continue monitoring our student data, school-based PLCs, and data driven team planning. We have put steps in place to ensure data driven planning is taking place and instructional procedures are being implemented with fidelity. Teams are now utilizing a data analysis template, which addresses standards that need retaught, remediation plans, and targeted student proficiency progress. Our Leadership Team is ensuring that our teachers are more consistent and targeted with their planning and following through with the implementation. Our focused classroom walkthroughs by administration and our Support Staff is one of the methods we are using to monitor this. We are working with teachers on developing a better understanding of how to adjust instruction based on what formative data is being displayed. Once we receive our District midyear assessment data, we will be making adjustments to our IFC and will put in place other action steps necessary to ensure success.

B. Our desired goal is to have 46% of students proficient on the 2019 ELA FSA. Our desired goal for ELA learning gains is for 65% of students to demonstrate learning gains. In Math, our goal is to have 56% of students proficient. Our desired goal for Math learning gains is for 65% of students to demonstrate a learning gain. In Science, our goal is for 41% of students to demonstrate proficiency.

C. There are gaps that exist between our current predicted proficiency and the goals we set at the beginning of the school year. These are detailed out in section 1 B above.