SCHOOL IMPROVEMENT MID-YEAR REFLECTION

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?
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?

Our school and students are making progress towards meeting our school-wide goals established in the strategic plan targets. In an effort to help best serve our diverse learners, our plan includes push in support by our instructional coaches and other leadership team members. We also developed a strong relationship with our aftercare school programs to assist us remediating the standards that we are teaching during the school day. We also analyze data to schedule professional developments in ELA, Math and Science based on the needs of our students. We are actively networking with other schools throughout our district to identify and share best practices.

For 2019, the strategic plan has established goals of 75% proficient in math and 65% proficient in reading. In 2018, our school wide proficiency for math was 73% and reading was 60%. This information was used to develop targets for 2019. Based on our 2018 state assessment data, we earned an A for our school letter grade. According to parent input at our December SAC meeting, parents feel the school and teachers are providing students with tremendous opportunities that students and families are taking advantage of. Members shared they felt an increase in participation from all stakeholders in the push towards academic progress.
We monitor the academic progress of our students through internal assessments every ten to fifteen instructional days. We use this data to drive our instruction with classroom teachers that speaks to student successes, challenges, and with the input of specific content area coaches we work to identify specific plans that help push students higher regardless of their starting point. To make sure we are maximizing our resources, we are consistently analyzing our students most common errors and misconception areas. By implementing this instructional practice, we are able to help teachers drive student learning. As evidenced by i-Ready AP2 progress monitoring many of our students have shown growth in reading and in math. Currently, we are predicted to have 75% of our 3rd, 4th and 5th grade student proficient in math and 58% in reading.

The current gap that we see is that we are making great progress but still have five percentage points to increase in ELA. We see the progress in our students and we will continue making the necessary adjustments based on their data. Teachers will continue to cover standards through engaging and innovating lessons. We will advance student learning through our ELO camps that have students in grades through 3 through 5. Our content focus for our ELO Camp includes ELA, Math and Science. To ensure that we are providing our students with the necessary support, our specials teachers are providing push in support to our third, fourth and fifth-grade classes. They are providing additional student support during the 30-minute daily intervention ELA block. We will continue to monitor and measure growth towards achieving our goals. Lastly, we will help to ensure parents are informed partners in the educational process by having monthly SAC meetings, family nights, quarterly conference nights and keeping families engaged with our dynamic PTA.

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?

Our school has made celebrating success a focus. We developed a monthly incentive whereby we reward proficiency on our internal progress monitoring cycles. School-wide we celebrate student progress with our Panther Store. Students earn Panther Bucks for demonstrating proficiency on informal assessments. We have also targeted celebrations for growth on iReady and Acaletics, highlighting our proficient students in monthly "Green Parties." In addition, the District provided support for our students with a Math Fluency Challenge held here at our school.

The master schedule has been structured to allow for common planning as well as optimum teaching time without interruptions or breaks in the content. We are using tier 2 and 3 strategies to provide additional support to students who are in need of alternative means of accessing the curriculum. CHAMPS training and PAX (Good behavior game) is provided in-house in order to facilitate an environment conducive to learning.
Our largest barrier was parental involvement, however this year we have had a significant increase in attendance at parent training events due to our 21st Century Learning Grant. This grant provides for seven-evening parent trainings as part of the tuition free aftercare program.   At least 80 parents, on the average, are in attendance for our parent nights and 21st Century Trainings.

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?

We believe that our strategies to address areas of concern are being implemented with fidelity. However, we still see gaps that we need to address in order to maintain our "A". To ensure that we eliminate these gaps, we will reach out to our districts academic content departments to seek additional assistance and instructional trainings to make sure that we maximize all of our resources to achieve our goals. We also will continue to have our bi-weekly data chats with our teachers and students and will make adjustments where they are needed.

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 data collection process uses a systematic format that allows us to see current progress that is based on Florida standards. We track data on particular groups of students, teachers, and grade levels as a whole. Instruction focuses directly on the data in order to address individual student needs. During our weekly PLC's grade level groups determine which students are proficient, close to proficiency and far to go. Teachers share what strategies and programs work for their particular group.

Our school uses i-Ready as a school-wide initiative, where teachers select targeted lessons based upon student performance. We track students and continuously make adjustments to their instruction. At this time, AP2 results indicate that we are making progress in ELA and Math on iReady. In order to provide additional support for specific groups of students, we felt it was necessary to establish additional push in support for struggling students. Push- in support uses various resources to remediate the standards that the student or groups of students are deficient. Should we continue with this process, we should be able to meet our proficiency goals.