

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?*

Grade Level PLC's and Planning between teachers, support staff, and Administration provide ongoing communication in regards to structures, processes, and lesson plans. Each Grade level IFC's aligned to targeted standards in ELA and Math. CWT's are conducted to ensure that the targeted standards are evident in the classroom and to ensure that teachers are adhering to the pacing guideline. The Grade Level PLC's focus on the elements of Curriculum, Assessment, Remediation, and Enrichment (CARE).

We have identified gaps that are occurring within the grade level based on student current performances in ELA and Mathematics. We have addressed the academic gaps by adjusting the quarterly IFC, re-configuring the current schedule (3rd grade), implemented more hands-on time, and implemented fluid grouping to meet the needs of students. ELO Camp was implemented and targeted 3rd grade students were strategically identified based on their current academic performance, assessment results on SchoolCity and Iready results.

Students have completed their Broward Standards Assessment (BSA) in ELA and Math. Administration will review and disaggregate the data as a Leadership and with 3rd grade teachers. Each focus standard that are in need of being re-taught and re-assessed while be conducted in the classroom.

Ongoing informal assessments will be conducted. Student progress will continue to be monitored until June 2019. Teachers will receive support on implementing effective standards-aligned centers for students to receive multiple opportunities to practice targeted skills to meet standard mastery. Curriculum Coaches will continue to support all teachers and model effective instructional strategies.

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?*

Administration has been working with teachers to ensure that sufficient curriculum resources are available to address the targeted ELA and Math standards with remediation and enrichment. Additional barriers include:

- *Teachers closely monitoring students Iready progress and adding additional assignments as a supplemental tutorial for the student
- *Students also demonstrate a lack of exposure to extensive vocabulary words, foundational skills, and exposure to rigorous high-quality text.

*In addition, social worker referrals have been generated to a high number of tardiness and absences.

*Implementing continuous small groups for ELA utilizing leveled readers and for Math utilizing manipulatives and centers.

The class schedules have been structured to emphasize adequate time for small group (teacher-directed) lessons. Teachers have been provided resources to differentiate the small group instruction.

Teachers are utilizing Ready student workbooks that provide students a comprehensive view of the standards. Administration, Literacy Coach, and Math Coach provides data progress reports that identify student strengths and weaknesses on targeted standards.

Levels of urgency are evident with faculty and staff throughout the school. Students have a clear understanding of their progress.

Additional time for grade level planning and sharing best practices continues to be a struggle. In addition, closing the gap With student slacking foundational skills continue to be a challenge.

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?

Teachers will meet with Administration and Curriculum Coaches to review the correlation of BSA and Iready and their interpretation of students meeting predicted proficiency on the FSA.

Administration has also implemented student incentives to encourage students to demonstrate mastery on their BSA scores. Current instruction, student progress, remediation, and enrichment is discussed at weekly PLC meetings and are adjusted as needed. Strategic changes to the daily schedule were completed to intensity all lessons and activities.

Literacy and Math Coach are facilitating daily small groups with targeted students.

Principal will be conducting student data chats reviewing BSA results.

Additional instructional and noninstructional personnel are volunteering to tutor targeted students during and after school from increments of 30-60 minutes within the week.

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?

Iready and SchoolCity are being utilized to assess ELA and Math Standards. The assessments provide teachers additional specific information of standards. The teachers scaffold and differentiate extension activities to assist students to meet mastery levels.

Iready is being utilized as a ILS tutorial tool and teachers have created additional assignments in the teacher folder to address deficient standards.

Observation is being utilized to monitor level of teacher instruction.

Desired state is to provide students ongoing practice of strategies and test taking tips to successfully pass the FSA in the Spring.

Academic and Behavioral gaps still exist. The Guidance Counselor provides weekly support to 3rd grade retainees.

Instructional and Non-Instructional personnel also participate as a mentor to a child.