

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?*

A. Palm Cove has a unified school goal that was created by the team leaders, teachers, support staff, and administration. Our instructional plans are updated based on current student data and a unified instructional approach is implemented across all grade levels including our ASD cluster and Pre-K classroom. Each classroom environment follows a unified classroom rubric and teachers are supported by the instructional coaches and administration.

B. The current gap that exists at Palm Cove is 22 points on the FSA that are needed to move from the current school letter grade of a C to a school letter grade of a B.

C. Between now and the end of the school year, we are closing the gap with FSA ELA, Math, Science, and Writing Camps held each week. Students are using FSA style materials in class and standards are reinforced and reviewed weekly. Students continue to use the iReady program in the classrooms for ELA and Math. They are assessed using the Diagnostic and a personalized pathway of lessons is created to work on skills and standards. Teachers use the BSA, I Ready, BAS, and weekly test data to drive instructional and close gaps with students' school wide.

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 barrier that has been reduced this school year is our students are testing with a paper-based FSA. This eliminates the issues related to computer-based testing. The students are also more familiar and comfortable with paper based assessments.

B. The students are taking FSA style assessments as part of the curriculum. The data from the weekly paper based assessments is monitored by administration and support staff and included in individual and grade level data chats.

C. Our progress is sufficient at this time as we made significant gains last school year in our FSA scores and will continue the upward trend.

D. One area that can serve as a reentry point to our overall plan is decreasing student absence and tardy rates. This will increase overall success across all grade levels.

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. Yes, our strategies are being implemented with fidelity in all areas. We chose to modify the curriculum and materials used in our FSA camps and modify the target students being serviced to increase success. We also are intensifying and modifying the implementation of the iReady program in all classrooms. Data is being closely monitored by administration to insure fidelity.

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. Student achievement will be impacted positively as we make progress towards our school goal and continue our systems of support for students and teachers. Student achievement will increase across the grade levels. Additionally, we are increasing the rigor in grades K-2 to better prepare our students for the FSA test grade levels.

B. Our desired state is to increase our FSA test scores to achieve an overall school grade of a B.

C. The gap that exists is 22 points between our current state of a C letter grade and our desired state of a B letter grade.