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?

FSA ELA results for 2016-2017 indicated that 62% of our students achieved level 3 or above. Our results for 2017-2018 indicated that 67% or our intermediate grade students achieved level 3 or above. Our ELA goal for 2018-2019 is to increase the expectation by 1% to 68% of our students achieving level 3 or above in ELA. Based on Diagnostic 2 iReady report as well as Broward Benchmark Assessment administered in January 2019, we are on our way to achieving our goal.

Last school year, iready Diagnostic 2 assessment for students in grades 3-5 indicated that 55% or our students were predicted to be proficient on FSA 2018. At this time, 67% of our students taking Diagnostic 2 assessment are predicted to be proficient on FSA 2019 which a 12-point increase.
Diagnostic 2 assessment for 3rd Grade 2017-2018 shows that 59% of students as compared to 2018-19 are at 74%. Diagnostic 2 assessment for Grade 4 was at 52% last year and this year we are at 68%, Diagnostic 2 assessment for 5th grade last year was 55%, and this year we are at 58%.

Our BSA data further supports our iReady results. The number of students shown OnTrack is gradually increasing while the number of students shown Not On Track is gradually decreasing.

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Our Data reflects that our areas of weakness/gaps include students in the lowest 25 percentile. This population shows learning gains but struggles with proficiency. To address this area and ensure academic proficiency, we are implementing pull out groups with the Reading Coach in addition to pull out groups daily for 30 minutes using our specials teachers. Our reading coach is pulling out groups Monday -Thursday addressing fluency, comprehension, and test taking strategies. Curriculum being used is Quick Reads for fluency and Scholastics non- fiction cards for comprehension (based on student's BAS level). In addition to pull out groups, we are facilitating academic enrichment camps after school. A pre and a post test is administered to gauge growth. Curriculum being used includes Triumph Learning Coach Practice Tests. The pre and post-tests include a writing prompt in addition to a growth monitoring assessment assigned on iready.

Brain Battle assessments to monitor standards mastery are administered 6 times a year. The assessments are administered every 4 weeks and target specific standards at each grade level. Data is closely monitored by teachers and students to ensure growth and mastery of standards

taught. If students do not master the standards or fall below 60%, teachers discuss data in PLC meetings and remediate the standards in small groups one grade level below.

Our instructional Coaches rotate between grades 3-4-5 for PLC meetings in addition to meeting with primary grade teachers once a month. During PLCs the coaches address the alignment with our curriculum maps, upcoming standards, differentiating instruction, assessment and data, and offer resources (interactive read aloud, writing workshop) and guides teachers to make intentional instructional decision based on data collected.

Per our SIP Plan, our area of focus this year will be lower quartile mathematics *due to significant drop in lower quartile learning gains from 16/17 to 17/18. Our SMART Goal is that by May 2019, 68% of lowest quartile mathematics students in grades 4 and 5 will meet their typical growth target.* Baseline: For 2017-2018, 57% of these students met their target growth goal. Currently, our BSA data indicates that *Overall* **SLE is 65% Proficient** *(AND we have not covered two Domains yet) while Overall* **District** *Average is 44.4%. The grade breakdown is as follows:* 3rd Grade - 65% Proficient, 4th Grade - 64% Proficient, and 5th Grade - 66% Proficient.

Based on iReady Diagnostics 2 data, lowest quartile students in 4th grade have made 59% annual typical growth. 45% of those students have made 70% or more annual typical growth (10 lowest quartile students out of 22 students). In 5th grade, 61% of lowest quartile students have met their typical growth. 9 out of 22 students in lowest quartile made 70% or more of their annual typical growth.

iReady Diagnostic 2 data also indicates that school wide K-5, 50% of our students are on or above grade level, 44% are at Tier 2 -one grade level below, and 4% are at Tier 3- two or more levels below. In comparison, iReady Diagnostic 1 data indicates that 26% are on grade level (green), 57% are at Tier 2 (yellow) one grade level below, and 16% are at Tier 3, two levels below.

Data also reflects that our overall areas of weakness in the intermediate grades include the following domains: Geometry and Measurements. In 3rd 74% not mastering geometry, 55% in 4th, and 50% in 5th grade. These domains have not been covered yet, once taught, we will be able to close instructional gaps. We are in alignment with our current mathematics pacing guide. A detailed instructional plan will allow our teachers to cover the two last domains in math which include geometry and measurements.

The system and structures in place that support academic achievement of our students include monthly PLC meetings with teachers in grades K-5, focusing on data driven instruction and best teaching practices to cover standards, addressing secondary standards, and offering teachers instructional resources. In addition, our school offers Academic Enrichment Camps for mathematics in which we are pulling ALL bubble students in 4th grade and top range of bubble students in 5th grade. This decision was due to teacher placement and level of expertise in math in 4th and 5th grade which was one of our barriers to achieving success. Our 4th grade teachers needed additional support in math. Addressing ALL students in 4th grade provides our 4th grade students with the needed additional instructional support.

We are also facilitating Academic Pull Out groups for students in our lowest 30% percentile, using EUREKA Remediation curriculum which helps target the prerequisite skills needed to meet the on-grade level standards. Eureka curriculum includes 7 standards: operations and algebraic thinking, number in base 10, and fractions. This allows us to close academic gaps for students in

lowest quartile in need or remediation and review of basic skills. Academic pull out groups are conducted by our math coach for 30 minutes twice a week (4 groups).

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?*

Systems and structures set in place in the beginning of the year such as weekly support staff meetings, Quarterly Data Chat meetings, Bi monthly to weekly RtI meetings, PLC meetings in each grade level and with instructional coaches, and weekly collaboration with social worker and school psychologist, all ensure that alterable barriers are reduced and/or eliminated. Professional Development for teachers is supported by internal and external providers such as iready training, district professional development workshops, and in-house training by our instructional coaches which further strengthen teacher knowledge and ability to deliver best instructional practices.

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?*

Our strategies are being implemented with fidelity. Close data monitoring, an alignment with our curriculum map, instruction, and assessment, frequent data chat meetings and leadership team meetings, as well as PLCs conducted with curriculum coaches, all ensure that student's needs are being met and any gaps in learning are addressed immediately.

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 Diagnostic 2 assessment in addition to Benchmark Assessment, BAS assessment, weekly cold reads and other data resources all indicate our students are moving forward and closing academic gaps. Noted gaps in math, discussed earlier are also addressed. These include the last two domains (Geometry and Measurements) which were not covered yet, once covered, we will be able to close the academic gaps in these domains.