

School Improvement Mid-Year Reflection 2019 Panther Run Elementary School

1. Has your school made progress towards achieving the goal?

At Panther Run Elementary School, our culture is to educate the whole child, focusing on best practices beginning with high quality instruction using research-based strategies. Teachers meet in Professional Learning Communities (PLCs) with their grade level team to work through the C.A.R.E. (Curriculum, Assessment, Remediation, Enrichment) Cycle. C-Curriculum: Teachers identify through the curriculum what we want all students to know during the cycle and what are some of the best instructional strategies to use in order to maximize student learning. A-Assessment: Teachers identify the assessment to use to determine student mastery, what percent correct defines mastery and how will results be documented. R-Remediation: Teachers decide how to respond to students who do not meet mastery. The team decides what additional time is needed, the frequency and duration of the remediation and how will it be measured? E-Enrichment: Teachers decide how to respond when students meet or exceed mastery, how the enrichment will occur and how it will be measured. Each PLC also works to unwrap the curriculum standards to identify key ideas and details in order to develop the learning goals and targets. These are expressed in student friendly language and posted in the classroom. The assessment is identified or developed based on the learning goal/target and the percent correct is determined for mastery. Those students not meeting mastery level are identified for reteaching or remediation. Enrichment activities are determined to go deeper in cognitive complexity and to push students further. Teachers will continue to focus on these B.E.S.T. (Beyond Expected Student Targets) practices and the Response to Intervention (RtI) process. Panther Run Elementary will also focus on looking at the Depth of Knowledge (DOK) levels in writing lesson plans and developing activities. Teachers will also work to perfect how to incorporate rigor and relevance into daily instruction to help students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging. Other focus areas include introducing more informational text, implementing more project-based learning & S.T.E.M. (Science, Technology, Engineering, Mathematics) programs to create a more rigorous academic environment, a focus on Primary Literacy for early learners through Daily 5 instruction, incorporating more technology into daily instruction and communication, & a focus on cross-curricular instruction through English Language Arts and Math. In addition to our core curriculum and academic focus, Panther Run Elementary educates the whole child by exposing our students to numerous extra-curricular activities throughout the year. Some of these include: Literacy Night & Character Parade, Family Math Night at Super Target, Meet the Scientist-Family Science Night, Book Fair, Cookies & Canvas Family Night, Edu-Quest Family Night Event at the Shops at Pembroke Gardens, McDonald's McPanther Family Night, PTA Bike Rodeo & Health Fair, Seas Program sponsored through the Broward Center for the Performing Arts, Field Day Events, Mini-marathon, S.T.E.M. Olympiad, Mayors' Chess Challenge Program, and Career Day.

2. Have alterable barriers been eliminated or reduced?

One wide-reaching barrier that we have identified and continue to focus on is choosing the appropriate research-based intervention to use to target gaps in achievement. There are many resources at our disposal and at times it becomes overwhelming to teachers to identify what is best to use in each situation. Our Multi-Tiered System of Supports (MTSS) through our Response to Intervention (RtI) process helps identify intervention supports matched to student need; along with providing an evidence-based framework of educating students through high quality effective core instruction. The RtI team seeks to ensure that the appropriate resources reach the appropriate students at the appropriate intensity to accelerate the performance of all students to achieve or exceed common grade level standards.

3. Are your strategies being implemented with fidelity?

Our focus is on implementing research-based, tiered instruction with fidelity. Tier I, whole brain teaching helps the classroom teacher identify who needs additional, intensive instruction and is researched based. Tier II, small group instruction, delivered by the classroom teacher, the special teachers, which includes extended science with 5th grade and a science special with Kindergarten through 5th grade, provides the students with more intensive instruction and remediation to bridge learning gaps. Tier III, one-on-one or small group targeted, intensive instruction is delivered from the teacher, the support staff and special teachers; provides the students with more intensive instruction at a higher frequency and remediation to bridge learning gaps and prevent retention.

In order to ensure fidelity in implementing research-based, tiered instructional strategies, each grade level team participates in Professional Learning Communities (PLCs). These groups use data to drive instruction and improve instructional strategies as well as share best practices and ideas for enrichment and remediation.

The Comprehensive Problem Solving Team, the Leadership Team and Administration will work together to identify researched-based best practice strategies to increase student achievement. The CPS Team will utilize BASIS in order to accurately document the progress of each student brought to the team for academic or behavioral concerns. Research-based interventions are recommended by the team and put into place by the teacher with fidelity, monitored closely and documented appropriately to determine if the student is making progress. The teachers continue to be coached on how to appropriately document progress in graph form. The team determines what Tier is appropriate based on the student's progress by looking at the data.

Grade level teams are implementing performance tasks to be administered twice quarterly. These performance tasks are analyzed as a team and will provide an early look into the complexity of student understanding of content being taught.

With these tasks, teachers will be able to more thoroughly address student challenges in comprehension and application. Each grade level team participates in Professional Learning Communities (PLCs). These groups use data to drive instruction and improve instructional strategies as well as share best practices and ideas for enrichment and remediation. The leadership team and administration will work together to identify researched-based best practice strategies to increase student achievement.

4. What are your benchmarks for success?

Our benchmark for a successful MTSS/RtI process is the effective operation of the team based on our ability to support struggling students. The technical components of MTSS/RtI have greatly improved over the past two years. Beginning with BASIS, the team has become more comfortable utilizing BASIS in order to accurately document the progress of each student brought to the team. Research-based interventions are identified and recommended by the team and put into place by the teacher with fidelity, monitored closely and documented appropriately to determine if the student is making progress. The teachers continue to be coached on how to appropriately collect data and document progress in graph form. The team determines what Tier is appropriate based on the student's progress by looking at the data collected. Parents are invited to attend and give input into the problem solving process. Our goal for this year was to ensure students who were receiving interventions at the end of the 2017-2018 school year immediately received interventions at the beginning of the 2018-2019 school year. This ensured that our students would not have a gap in academic support. It also would allow for two full cycles of intervention early in the school year to determine the impact on student achievement and identify gaps that exist. This also allowed us to move forward with evaluation of our fragile students quickly if necessary.