

# 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?*

1 – yes – based on iReady progress. We are in the middle of the Broward Standards Assessment for 3<sup>rd</sup> – 5<sup>th</sup> grade and will review the data once testing is complete. Currently, we are closing the gap to our predicted grade for the 2018-2019 school year.

a – Schoolwide positive behavior plan sets the climate for the school and the classrooms; teachers providing a strong tier 1 curriculum and ensuring students that are below grade level are being provided modified curriculum and, if needed, RtI; focusing on the low 30% through smaller group instruction; providing weekly and monthly incentives to students for successfully demonstrating targeted behaviors that directly align to our positive behavior plan; and ensuring teachers are attending professional learning to enhance their ability to effectively teach.

b – Based on upcoming BSA results, if there are still certain skills that haven't been taught (specifically in math), this could artificially deflate realistic BSA scores; the number of students being referred to RtI; and the gap between the BAS AP1 and AP2 for students that have not shown growth in reading comprehension and fluency. In addition to BAS, iReady Diagnostic 1 and 2 results also illustrate the progression / regression of students in ELA and MATH from the beginning of the year to mid-year.

c – Teachers are spiraling the Standards and will ensure concepts and skills are taught before FSA administration; teachers are modifying curriculum (remediation and differentiated instruction) and pool subs are pulling small groups to try to close the learning gap in our low 30%, hopefully resulting in lower number of students being referred to RtI; Invite our students that scored a level 1-3 on the 1718 FSA and are within 5-20 points of a learning gain to our extended learning opportunity FSA camp.

## **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?*

2 – yes (altered, reduced, and eliminated). Last year, students were scheduled more heterogeneously based on proficiency, which resulted in more differentiated instruction for teachers. This year, we returned to one gifted / high achiever class and the remaining students were grouped according to inclusion push-in and pull-out, depending on what the

students needed. A pool sub was hired to pull small groups (Tier 3 RtI Students in K-5) to ensure learning gains in our low 30%; Staff Development has been a continual process as teachers are engaging in more PD opportunities throughout the district, especially in balanced literacy, small group learning, and using BAS data to drive standards-based instruction, and math small group learning.

a – student achievement on the iReady diagnostic assessments. The percentage of students predicted to be proficient continues to increase based on data received and disaggregated. Also, student work posted on bulletin boards aligns to the Standard(s) being taught as evidenced by the posted standard(s) on the bulletin board. We are currently testing 3<sup>rd</sup>-5<sup>th</sup> grade (Broward Standards Assessment), which will provide us with data based on student proficiency and areas of concern.

b – The evidence suggests that students are progressing toward proficiency / mastery of the Standards being taught. Students are using iReady Standards Mastery assessments as well as the Diagnostic Assessments to measure understanding and teachers and administration is using iReady to progress monitor, especially the low 30%. In addition, Reflex mat was purchased to help struggling math students with addition, subtraction, multiplication and division fluency.

c – If students are not progressing toward mastery, tier 1 instruction will be examined first to determine whether the teacher is teaching with fidelity. Also, the number of students being referred to RtI is high. The RtI team will be more diligent in monitoring the referrals and ensuring that teachers are modifying instruction and providing remediation before referring to RtI. We have also introduced a spiral math program to ensure that students are being exposed to math standards continually rather than at a later time in the year, which leaves less overall time to adequately prepare our students for the FSA.

d – To ensure the barriers are hurdled, we have implemented an extended learning opportunity for all 4<sup>th</sup> and 5<sup>th</sup> graders who are within 5-20 points of making a learning gain (FSA after school camp). In addition, teachers have realigned their instruction to ensure that skills and concepts that are assessed are taught and students are given ample time to practice ensuring mastery / proficiency. Furthermore, we have purchased FSA Assessment workbooks that provide real FSA-style questions that will assist students in successfully answering the higher-order complex questions. LLI was purchased to reteach reading phonics to struggling readers, and a balanced leveled library was also purchased for small reading group instruction based on student BAS 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?*

3 – For the most part, yes. If there is a teacher in question, there are classroom walk-throughs using iObservation to provide datamarks to improve instruction. In addition, grade level PLC conversations are geared around student performance data collection. Based on the majority of teacher-generated data, the strategies continue to be implemented with a high degree of fidelity. Having a pool sub also greatly assists 4<sup>th</sup> and 5<sup>th</sup> grade with small group instruction and remediation to ensure our low 30% make learning gains.

a – the evidence collected over the school year reflects positive movement in student achievement, and the strategies and action steps that have been implemented over the course of the year continue. Moreover, we have begun our FSA camp for 4<sup>th</sup> and 5<sup>th</sup> grade

students that are within 5-15 points of learning gains. This program is specifically designed for standards-based teaching and learning. Students will receive an intensified delivery of instruction to ensure that the students understand what it is they need to know and be able to do.

#### **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?*

4 – Our primary benchmark for success will be a 3% increase in the amount of low 25% students making learning gains in 4<sup>th</sup> and 5<sup>th</sup> grade. Second, student progression on the iReady Standards-based assessment and Diagnostic assessments will reflect benchmark success as it suggests students are mastering the Florida Standards. Third, students increasing their BAS levels each AP, to ultimately achieve their grade level's level needed for promotion.

a – Ensuring that our low 30% is receiving daily small group instruction (on grade level), as well as provided the opportunity for remediation – during school and by participating in our after-school FSA Camp. Also, our pool sub is working with our RtI Tier 3 students to close the achievement gap in reading instruction. WE have opened the computer lab I n the mornings for students to use Reflex Math to continue to build their math fluency in addition, subtraction, multiplication, and division, as well as pull 5<sup>th</sup> grade students twice a week during the day for math remediation to close the achievement gap. 5<sup>th</sup> Grade science took an FCAT 2.0 Mock assessment, which provided valuable data for the teachers regarding which science standards have been successfully taught and which need to be re-taught.

b – Our desired state is to be in the state of increasing student proficiency and mastery of the Florida Standards, and ensuring learning gains are made yearly, across all grade levels.

c – Based on the upcoming BSA results, if there are still skills and concepts that have not been taught in math, we will focus on these both in school and in FSA Camp. Teachers have also introduced a spiral math program to ensure that students are being exposed to math standards continually rather than later in the year, which leaves less overall time to adequately prepare our students for the FSA. Students have had ample opportunities to interact with the new knowledge and fully understand what they need to know and be able to do.

There is still a gap between the BAS AP1 and AP2 for students that have not shown growth in reading comprehension and fluency. Main Idea is still a struggling point with our students. Overall, reading comprehension, phonics, and vocabulary are the greatest areas of concern, and we have purchased excellent resources to utilize to close the reading gap for our struggling students.

Power standards and tested standards are being retaught – both in small group and FSA camp – to ensure that struggling students acquire the understanding so they are successful. Also, 3<sup>rd</sup>-5<sup>th</sup> graders will be taking FSA-style assessments bi-weekly, which provides students practice in answering the more complex and multi-step questions.