

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?

The I-Ready diagnostic 1 and 2 show that learning gains are occurring in Reading. The school's overall median growth in ELA is 90%. I-Ready diagnostic 2 showed that the median number of students that made growth in Math was 58%. BSA will be forthcoming to see how our 5th grade students are performing in Science. In ELA, small group instruction, interactive read alouds, and I-Ready are tools that are consistently used throughout the school to help students show progression throughout the year. Students are expected to complete at least 45 minutes of instruction weekly. In Math, students in intermediate are also expected to complete 45 minutes of Math instruction and in primary 30 minutes of I-ready instruction must be completed. Throughout the school, teachers are providing practice on Go Math Personal Math Trainer and Reflex Math for fluency. Small group is also utilized in Math to ensure students are learning necessary skills. In Science, there is no mid-year data yet to review but the fifth-grade teachers have been participating in a PLC focused on standards-based instruction and shared leadership in finding resources that model the rigor of the FCAT. Our ELL and ESE subgroup learning gains were a particular area for growth last year. Looking specifically at those two subgroups data mid-year, ESOL students had 90% growth in Reading and 74% growth in Math. In ESE, 78% of students showed growth in Reading and 54% of students made growth in Math. ESE student Math growth is an area for growth.

We see a need for improvement in our Math data therefore we are implementing a spiral Math review in each class by using Calendar Math, as well as Spiral Review questions in Go Math. Because students had not been exposed to the full curriculum before the I-Ready diagnostic 2, we expect to see progress in Math on diagnostic 3 and FSA for grades 3-5. In addition to teachers pulling targeted Math small groups within the classroom, Math intervention pull out groups will continue to meet and focus on standards-based instruction aimed to target students who are slightly below grade level (and lowest 30% in the case of 4th and 5th grade). Further addressing this need for growth, our LEC and FSA camps will support students that are needing support in ELA and focused Math and 5th grade Science support will happen through the FSA camps.

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?

We chose to focus on learning gains because we saw a need for that overall as a school and particularly with our ESE and ESOL subgroups. To address the obstacles that ESE students encounter, when applicable push-in models are being utilized to ensure that students are receiving support in their classroom by support facilitators during their instructional time for the subject, so that IEP goals can be supported while ensuring students are in class for targeted standards-based instruction. ESE student data is continuously monitored. In ESOL, students are being closely monitored on I-Ready, as well as additional school and district assessments and report cards. Additional professional development will be done to discuss strategies for ELL learners. Additionally, as a school we will strive to focus on exposing students to content-area specific vocabulary. Some content-area glossaries were purchased with Title III funds to help students in grades 3-5 struggling with vocabulary. In addition, Math learning gains as a school needed improvement from last year, so we implemented a small group intervention three times a week for 30 minutes working on standards-based Math interventions. Many fourth and fifth grade students who are

considered Manatee Bay's lowest 30% students are supported during these intervention groups, which is a subgroup we need to target for improvement.

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?

Strategies aimed at increasing the areas above are being implemented with fidelity. We have a lot of targeted interventions and we monitor the progress of our students periodically to see if any changes need to be made and interpret how interventions are working.

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?

Progress towards our goal of increasing learning gains in ELA and Math will help us continue to be an A school with not only a high number of students scoring proficiently, but also students making growth regardless if their previous years' scores are low, high, or in the middle. Math is an area where we need to continue to monitor and problem solve to see results. One suggestion to move towards the desired state of learning gains by utilizing I-Ready standards masteries to a greater degree in grades 2-5, specifically in Math, to expose students to rigorous questioning. We will also continuously monitor our targeted subgroups that are struggling and provide support as needed. Our upcoming LEC and FSA camps will be an added way to provide that support.