

SCHOOL IMPROVEMENT MID-YEAR REFLECTION 2019

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 in 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?*

Progress towards the school goal is being achieved. The structures and systems in place at Palmview that create a school climate that supports our School Improvement Plan (SIP) goal include implementing an Instructional Focus Calendar based on the Florida Standards, establishing uninterrupted Reading, Math, and Science Blocks in accordance with district and state guidelines, and providing differentiated instruction designed to meet students' specific learning needs. Additional structures and systems at Palmview include allocating time for vertical & horizontal collaborative grade level planning, scheduling Authentic Professional Learning Communities that emphasize the C.A.R.E. process, and providing extended learning opportunities before school, after school and in a weekend tutorial program. Utilizing intervention and enrichment programs that include push-in and pull-out support, and implementing a Comprehensive Response to Intervention (RTI) program are also essential component in supporting our school improvement plan.

The gap between the school's current state and desired state is evident in the fourth and fifth grade students' math predicted proficiency levels. Specifically, grade 4 current state based on the BSA result is 54% predicted proficiency; the desired state is 68%. Grade 5 current state based on the BSA result is 41% predicted proficiency; the desired state is 68%.

The gap is being addressed between now and the end of this school year through the realignment of support staff to provide push-in and pull-out support, ongoing remediation of weak standards through iReady lessons, extended learning opportunities for targeted students in afterschool tutoring, and the ongoing administration of weekly assessments to monitor students' progress.

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?*

The school's alterable barriers are (4) teachers' ineffectiveness that resulted in a reduction in student achievement in grade fourth reading and math. Also, the teachers' timeliness in identifying struggling readers for the RTI progress has also had a negative effect on student achievement. In an effort to eliminate the barriers, ongoing staff development, departmentalization of fourth grade, the realignment

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of push-in support during the reading and math instructional block, and homogenous grouping of students have been implementation. Also, the aforementioned teachers have been participating more consistently in the school-wide RTI process. A review of teachers and students' progress through classroom walkthroughs, ongoing formative and summative assessments is revealing a gradual increase in teacher effectiveness and student achievement. As a result of teacher specific staff development training, administration observed a wide-reaching school-wide effect in teacher use of instructional strategies that include learning goals and performance scales, tracking student progress, accountable talk and higher order questioning during classroom instruction. Based on current student data we see consistent progress toward a reduction in our alterable barriers.

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?

The Response To Intervention (RTI) strategies are being implemented with fidelity school-wide. The Collaborative Problem Solving Team (CPST) meetings are held each Tuesday to facilitate the Response to Intervention (Rtl) process. As a part of the Rtl process, data is carefully collected on each student on various tiered intervention levels. A review of the school's most recent BSA reading and math data shows a gap between our current and desired state. As a solution, reading and math support were modified and intensified by realignment of support staff to provide push-in and pull-out support, ongoing remediation of weak standards through iReady lessons, extended learning opportunities for targeted students in Saturday camp, and the administration of weekly assessments to monitor student progress.

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?

Employing consistency and ongoing monitoring we will continue to progress towards our goal of improving the number of proficient readers in grade K-5. We will continue to monitor students' academic progress utilizing bi-weekly formative assessments, monthly summative assessments, iReady diagnostic assessments, the Benchmark Assessment System (BAS) quarterly, and the Broward Standard Assessment (BSA) annually. Our goal is to have 70% of our K-2 students read on grade level by the end of the school year, and 56% of our students in grades 3-5 demonstrate proficiency on the reading portion of the Florida Standards Assessment (FSA). Based on Benchmark Assessment System data, currently 41% of our students in grades 3-5 are achieving our desired state in reading.