

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?*

A. The structure of Professional Learning Communities in place and data collection systems at Silver Palms ensure all facets of the school culture create predictable environments and a school climate that supports our SIP goals of narrowing the gap for students in the lowest 25% in ELA and math and increasing our math proficiency from 74% to 77%. Professional Learning Communities provide a platform to conduct in-depth studies of school and district initiatives, facilitates teachers' ability to collect and analyze data, and provides opportunities for teachers to discuss student progress to provide appropriate enrichment and remediation. Furthermore, PLCs are monitored by the administrative team in order to provide support that increases effectiveness of teachers' instructional practices.

B. There are gaps in PLC structure as various teams are more efficient in preparing for meetings and sharing best practices during meetings. Furthermore, 55% of students were proficient on the 2017-2018 Science FCAT. Our desire is for 65% of students to be proficient on the 2018-2019 Science FCAT.

C. We are addressing the gaps by providing resource teachers as support to grades 3-5, providing ESE pull-out instruction, offering a Coaching In Academics Camp for the lowest 30th percentile students in third, fourth, and fifth grade, conducting an i-Ready Camp for students in the lowest 30th percentile students, and a Language Enrichment Camp for our ELLs. Tier 1 instruction will include a stronger implementation of i-Ready standards based instruction, a Balanced Literacy approach to reading instruction, and Science/STEM instruction through a strategic action plan.

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?*

A. Teachers' professional development in utilizing i-Ready data to drive reading and math instruction, Core Connections writing workshops, and BAS implementation with fidelity are evidence that demonstrate a reduction in the barrier of planning and implementing data driven instruction, ELA rigorous writing standards instruction, and utilizing BAS data to increase students' reading skills in all grade levels.

B. Data collection and progress monitoring demonstrate that the majority of students are making significant progress thus providing evidence that strategic planning is effective in reducing the barriers.

C. The progress towards eliminating the barriers is sufficient at this time based on i-Ready Diagnostic and BAS data.

D. Areas that could serve as re-entry points into the plan are the use of i-Ready Standards Mastery Assessments as an instructional tool, as well as the addition of consistent standards based science instruction.

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?

A. Decisions to continue actions steps were based on the data collected; thus, we will continue to intensify and modify strategies and action steps that have been implemented in order to achieve our goal.

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?

A. We will continue to follow our plan with fidelity. Through the use of progress monitoring and data chats, we will evaluate our strategic plan and make modifications as needed, as a result we will see an increase in student achievement.

B. The desired effect is that 100% of our students achieve grade level proficiency. The achievable goal is that 80% of our students achieve grade level proficiency.

C. The gap between our current math state and our desired state is 5%, including ESE and ESOL students.