



Flamingo Elementary  
Title One School  
School Advisory Council (S.A.C.)

*The mission at Flamingo Elementary School is to provide a safe and secure environment where a foundation of skills is built to ensure each student has developed good character and the knowledge to achieve success in all endeavors.*

*The Kindness Wave. Start a ripple to create a wave. It begins with YOU!*

## **SCHOOL IMPROVEMENT MID-YEAR REFLECTION**

### **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?*

The structures and systems we have in place at our school ensure that all facets of the school culture create predictable environments and a school climate that supports our SIP goal. We have implemented our instructional plan with a standards-driven focus calendar that is monitored through Professional Learning Communities. The following structures and systems are in place to help us achieve the learning goals established:

- Balanced Literacy Framework
- BAS, Literacy Continuum
- A comprehensive RTI program that identifies students who qualify for additional academic and behavior support services and ensures upward academic and behavioral trends for our students (weekly)
- Leveled Literacy Intervention
- Effective guidance program to meet the social and emotional needs of students and support for teachers to implement SEL instruction
- Literacy Coach, Math & Science support
- Reading Resource Room with leveled books
- Guided Reading Instruction, Targeted small group standards-based instruction
- LAFS instruction in small group
- IReady to monitor progress through Diagnostic and Growth Assessments
- PLC's – formative data submission from IReady and analysis to drive instruction (monthly)
- Family and Community Engagement (FACE)- community partnerships/active PTO

*B. What are the gaps that exist between your current state and your desired state?*

<b>Levels of Proficiency on Standardized Assessments</b>						
Flamingo ES	FSA ELA 2019	IReady Mid-Year ELA 2020	GAP	FSA Math 2019	IReady Mid-Year Math 2020	GAP
<b>Grades 3-5</b>	60%	61%	+1%	67%	65%	-2%
<b>Grade 3</b>	68%	56%	-12%	72%	67%	-5%
<b>Grade 4</b>	52%	61%	+9%	67%	63%	-4%
<b>Grade 5</b>	60%	66%	+6%	63%	66%	+3%

Based upon our FSA-ELA 2019 data for Grade 3-5, Key Ideas and Details and the Integration of Knowledge and Ideas are the weakest areas in reading. We are aware of this data and will continue to progress monitor these areas. FSA-Math 2019 data showed that Measurement, Data, and Geometry in Grade 3 and 5 and Numbers and Operations in Grade 4 are the weakest strands. Our Mid-Year shows an overall positive trend in Reading for Grades 4 and 5, and in Math for Grade 5. Our desired state is to focus on the gaps that exist in our data and continue to support the effective instruction taking place already. Specially, we will put our most support into on Reading in Grade 3. We will also support teachers in the area of Math in Grades 3 and 4. All of the instructional support and resources are designed to increase student achievement this school year.

*C. How will you address them between now and the end of this school year?*

After analyzing the FSA and IReady data, the following plans have been implemented:

- At PLC’s, teams analyzed their results by Standards and Item Analysis to identify areas to strengthen using the most recent IReady data
- Teams identified the percentages of students at mastery, proficiency, satisfactory, and needs improvement to drive their instruction
- Continue utilizing IReady and SchoolCity standards-based formative assessments and resources
- Continue utilizing Leveled Literacy Intervention for struggling readers
- Benchmark Assessment System (BAS) drives small group instruction in Reading and in continuously being assessed
- K-5 teachers implement and model close read strategies
- K-5 teachers implement and model Mathematics steps to problem solve using strategies (Understand, Plan, Solve, Check) with a math word problem of the day
- Test specification lesson alignment in ELA & Math
- BSA Math Test Item Guides

- Reading Resource teacher conducts small groups for specific reading skills (Comprehension, Phonics) using research-based interventions (write-in-reader, QAR, Phonics for Reading, Journey's Tool Kits)
- Literacy Coach and Math Coach implement small group instruction for students in Grades 4 and 5
- Tutoring offered by Firewall for academically fragile students
- ELL Camp initiated in Grades 3-5

**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?*

The availability of technology in the classroom is a barrier that has been reduced. All classrooms Grades 2-5 have a one-to-one laptop to student ratio. Students in Grades K and 1 have at least 6 computers or devices. The Literacy Coach and Math Coach are continuously working to provide appropriate instructional resources to teachers that are necessary to teach the standards with rigor. Teachers are utilizing IReady data to individualize instruction.

*B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*

We have noticed an increase of usage of computer programs such as IReady within the K-5 classrooms. Teachers are using IReady during center rotations in Reading and Math to individualized instruction on a consistent basis. The Teacher Toolbox on IReady is a resource that teachers are using to teach small group mini lessons on specific skills in Reading and Math.

*C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*

We have noticed that some teachers are still adapting to incorporating the computer program, IReady, into their daily instruction. However, through PLC's, teachers are exploring strategies that will help keep students accountable for their own work by monitoring the lessons that students have passed and their weekly minutes.

*D. Did you identify other barriers that could serve as effective re- entry points into the plan?*

N/A

**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?*

Based on specific evidence, it was determined that teachers needed to intensify the rigor when teaching reading and math standards. To achieve this:

- Teachers focused more intently on small group guided reading instruction by utilizing the LAFS book as a teaching resource in Grades 2-5
- Grade level meetings, planning, and pacing charts were used to guide instructional practices
- Item Test Specifications and the standards progression are being reviewed to drive instruction
- Teachers restructured reading and math small groups based on IReady data
- Teachers are using the Teacher Toolbox on IReady for specific standards-based resources for small group instruction

#### **4. What are your benchmarks for success?**

*A. How will you progress towards your goal impact student achievement?*

Monitoring our benchmarks will help keep us focused on the goals of standards mastery to increase student achievement. We will continue to look closely at our SES Band Schools and adjust as needed.

*B. What is your desired state?*

Our desired state is to continue to support our teachers, celebrate student successes, and utilize resources that will strengthen our teaching practices ultimately increasing student proficiency levels.

*C. What gaps exist between your current state and your desired state?*

Our current state does not show a gap in Reading based on the IReady Mid-Year Assessment. Our desired state is to increase learning gains in Grade 4 on the 2019-2020 FSA ELA from 45% to 48%.