

PALM CITY ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN 2018-2019



EDUCATE **ALL** STUDENTS FOR **SUCCESS.**

ELEMENTARY SCHOOL

2018-2019 DATA DIALOGUE NOTES

FSA ELA AND MATH

SCHOOL: Palm City Elementary

PRINCIPAL: Robyn Monte

BELOW ARE THE EXPECTATIONS AND INSTRUCTIONS FOR EACH SECTION OF THE DATA DIALOGUE. PLEASE REVIEW AND INCLUDE STRATEGIES AND IMPROVEMENTS FOR EACH SECTION.

DATA ANALYSIS

Compare your school's FSA growth from 2016-2017 to 2017-2018. List outlying data points which have influenced your school's most critical achievement, intervention, and extension needs for students in the following categories:

- *The intended outcome for the 2018-2019 school year is to increase the categories:*
 - Increase ELA and Math Achievement by 5 percentage points
 - ELA 72%- 77%
 - Math 78%- 83%
 - Science 67%- 72%
 - Increase the Percentage of Students Making Learning Gains
 - ELA 64%- 69%
 - Math 64%- 69%
 - Increase the Percentage of Lowest Quartile Students Making Learning Gains
 - ELA 58%- 63%
 - MATH 39%- 44%
 - Decrease Achievement Gaps

KEY ADJUSTMENTS, IMPROVEMENT STRATEGIES, AND SUPPORTS

List the key adjustments, improvement strategies, and supports that are being implemented to improve the quality and consistency of rigorous standards-based instruction and differentiation at your school.

STUDENT SUCCESS PLAN

Identify key strategies and supports your leadership team will implement to assign and monitor students with two or more indicators. Cite how your school will recognize and celebrate student improvement and success.

TEACHER AND STUDENT ATTENDANCE

List key adjustments, improvement strategies, and supports that are being implemented to improve or maintain attendance rates of teachers and students at your school.

DATA ANALYSIS

Increase the Percentage of Proficient Students

FSA Data	iReady Data	Analysis	Key Adjustments, Improvement Strategies, and Supports																																																																																																																																																				
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Math:

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2017-2018	57	66	57	74	79	78
2016-2017	56	67	59	74	81	76

- 3rd increased 7 points (75%- 82%)
- 4th increased 3 points (74%- 77%)
- 5th decreased 4 points (80%- 76%)

Math:

iReady	Math Grade Level	# of students assessed	% of students at or above D1 Standard View	% of students at or above D2 End of Year View	% of students at or above D3 End of Year View
18-19	K	91	30%		
17-18	K	98	33%	45%	76%
16-17	K	82	39%	49%	84%
18-19	1	105	21%		
17-18	1	97	22%	19%	59%
16-17	1	97	26%	36%	63%
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17-18	2	87	39%	36%	65%
16-17	2	109	34%	50%	71%

iReady	Math Grade Level	# of students assessed	% of students at or above D1 Standard View	% of students at or above D2 End of Year View	% of students at or above D3 End of Year View
18-19	3	101	38%		
17-18	3	118	42%	36%	74%
16-17	3	114	40%	27%	66%
18-19	4	120	60%		
17-18	4	106	42%	28%	69%
16-17	4	131	52%	38%	67%
18-19	5	116	59%		
17-18	5	139	59%	40%	83%/52 assessed
16-17	5	124	60%	50%	64%/128 assessed

Math:

- Increase achievement level by two percentage points
- 1 percentage point below our like school
- Increased from 2015 (74%) to 78% currently
- iReady data grades 3-4 was -8 points from FSA scores
- K-2 show decreases in end of year % of students on-level
- 3-4 show increases in end of year students on-level
- K-2 drops from one grade level to the next 51 pts, 33 pts, 18 pts, respectively
- 3rd graders (17-18) decreased 14 points as 4th graders (18-19)
- 4th graders (17-18) decreased 10 points as 5th graders (18-19)

Math:

- Strengthen Core:
- Request PD from PD department for Number Talks & Guided Math/ Math Workshop on Early Release Day
- Continue to implement and learn about Number Talks (K-5)
- Continue to supplement core math materials with Ready MAFS materials on Teacher Toolbox
- Use data to inform differentiated groups
 - Transfer of ELA PD into Math
 - Math Webinar: Professional Development Alternatives- Differentiating Instruction
 - Teachers/admin involved will work to build capacity with all K-5 teachers
- Data Chats w/ teachers

Science:

SCIENCE PERFORMANCE						
SCIENCE ACH						
	FL	MCSD	MCSD TITLE	MCSD NON TITLE	FL LIKE SCHOOLS	SCHOOL
2017-2018	55	59	47	68	71	67
2016-2017	51	55	41	66	76	73

NA

Science:

- Decreased 6 percentage points
- Like School decreased 5 percentage points
- All other areas increased 2- 6 percentage points
- Science Achievement shows a downward trend since the 14-15 school year
 - 78, 75, 73, 67

Science:

- New science curriculum for K-5
- Worked closely with Science Coordinator to:
 - develop units with a district instructional coach, the media specialist & science lab teacher and grade level representatives for grades 3-5 that integrate the classroom, science lab, media, and computer lab
 - Bring Pearson reps for early release PD
- Master Schedule emphasizes science instruction (click [here](#))
- Restructured science as a related art (90 mins available)
 - Science on related arts wheel for grades 3-5 ONLY
 - Moved science block in master schedule so 3-5 has extended time with Science Lab Teacher when they have 'Science'
 - Integrating Media, Science, & Computers/Technology to work together
 - Differentiating based on student needs
- K-5 STEM Days for Early Release (click [here](#))
 - All Early Release Days consist of:
 - a science experiment / activity
 - Written response
 - Math

DATA ANALYSIS

Increase the Percentage of Students Making Learning Gains

FSA Data	Analysis	Key Adjustments, Improvement Strategies, and Supports																				
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Increase ELL Achievement

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ELL																						
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DATA ANALYSIS

Increase ESE Achievement

Data	Data Analysis	Key Adjustments, Improvement Strategies, and Supports																				
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ESE																						
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DATA ANALYSIS

Decrease Achievement Gaps

Data							Analysis	Key Adjustments, Improvement Strategies, and Supports
	ELA		Math		Science			
	16-17	17-18	16-17	17-18	16-17	17-18		
ELL	NA	40	NA	21	NA	NA		
ESE	14	13	19	16	NA	35		
White /Black	NA	35	NA	32	NA	NA		
ED	NA	34	NA	23	NA	14		
White /Hispanic	18	5	10	-4	15	-10		
							<p>ELA:</p> <ul style="list-style-type: none"> • ELL ELA is the highest gap, 1 point below the district <ul style="list-style-type: none"> ◦ Below SWE & CLE ◦ Higher than other elementary schools reporting • ESE Gap is less than last year <ul style="list-style-type: none"> ◦ 2nd lowest in district • Black students had a 35 percentage pt. Gap = with MCSD <ul style="list-style-type: none"> ◦ **our 2nd largest gap • ED students = 34, 24 below MCSD <ul style="list-style-type: none"> ◦ Higher than other 'like schools' in county • Hispanic gap decreased from 18 to 5 <ul style="list-style-type: none"> ◦ Lowest gap in ELA 	<p>ELA:</p> <ul style="list-style-type: none"> • ELL Strategies embedded in ALL PD • Access for ELLs 2.0 training for teachers • Differentiation in classrooms • Use of questioning • Learning Ally for ESE students and other in need • Snap & Read available for all students- teachers trained already • Teachers are Trauma Informed • Conscious Discipline training continuous • Blessings in a Backpack • Increasing academics in extended day- working closely with managers
							<p>Math:</p> <ul style="list-style-type: none"> • ELL No gap reported last year <ul style="list-style-type: none"> ◦ 2nd lowest gap in math • ESE decreased from 19 to 16 <ul style="list-style-type: none"> ◦ Below district • Black- no gap reported last year <ul style="list-style-type: none"> ◦ Largest gap in math ◦ 3 below MCSD • ED- 23 percentage points <ul style="list-style-type: none"> ◦ Below MCSD • Hispanic: decrease from 10 to 0 	<p>Math:</p> <ul style="list-style-type: none"> • ELL Strategies embedded in ALL PD • Access for ELLs 2.0 training for teachers • Differentiation in classrooms • Use of questioning • Learning Ally for ESE students and other in need • Snap & Read available for all students- teachers trained already • Teachers are Trauma Informed • Conscious Discipline training continuous • Blessings in a Backpack • Increasing academics in extended day- working closely with managers
							<p>Science:</p> <ul style="list-style-type: none"> • No subgroups reported in Science 2016-2017 • ESE- 35 which is 2 higher than MCSD • ED - 14 which is 2nd lowest in district 	<p>Science:</p> <ul style="list-style-type: none"> • ELL Strategies embedded in ALL PD • Access for ELLs 2.0 training for teachers • Differentiation in classrooms • Use of questioning • Learning Ally for ESE students and other in need • Snap & Read available for all students- teachers trained already • Teachers are Trauma Informed • Conscious Discipline training continuous • Blessings in a Backpack • Increasing academics in extended day- working closely with managers

STUDENT SUCCESS PLAN

Data		Analysis	Key Adjustments, Improvement Strategies, and Supports
2016-2017	<ul style="list-style-type: none"> 40 students had attendance below 90% 0 suspensions 0 course failure 35 Level 1 on Statewide Assessment 1 student with 2 or more indicators 		<ul style="list-style-type: none"> *PAWS-i-tives *Spirit Assemblies *Conscious Discipline School-Wide 'essentials' Brain Smart Starts Greeting at the Door Safe Place *PAWS Nomination Forms *Donuts with the Deputy *Guidance Groups Focus on ATTENDANCE (94% average increase to 96%) <ul style="list-style-type: none"> Gathered interventions Put through PAWS Team to monitor and support Clinic monitored for frequent student visitors Daily attendance provided to principal
2017-2018	<ul style="list-style-type: none"> 47 students had attendance below 90% 13 suspensions 1 course failure (retained 3rd) 47 Level 1 on Statewide Assessment 12 students with 2 or more indicators 	<ul style="list-style-type: none"> 4 students were in 5th grade 4 students in 4th 2 in 3rd 1 in 2nd 	
2018-2019	<ul style="list-style-type: none"> 52 students have attendance below 90% ?? 0 suspension 24 Level 1 on Statewide Assessments 0 students with 2 or more indicators 	<ul style="list-style-type: none"> From 17-18, out of the 8 (2nd-4th) , 5 no longer attend the school Decrease # of Level 1 1 student with 1 or more indicator <ul style="list-style-type: none"> Recently staffed in ESE Threat Assessment Completed 	

TEACHER AND STUDENT ATTENDANCE

Teacher Data Analysis	Student Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<ul style="list-style-type: none"> Sick Leave makes up 28% of teacher absence this year 	<ul style="list-style-type: none"> Attendance last year was around 94% at each count 96% at the start of this year 	<ul style="list-style-type: none"> AP & Guidance working on problem-solving with the PAWS Team when students are excessively absent Follow Attendance Flow Chart Resources for Tier 2 & Tier 3 interventions shared with problem-solving team and teacher(s) Parent flyer about attendance sent home with each attendance letter Daily clinic reports provided to administration to monitor students checking into clinic frequently &/or go home Daily attendance reports provided to principal daily

NEW TEACHER SUPPORTS AND RETENTION EFFORTS

<p>Number of Teachers in Year 1:</p> <p>1 brand new teachers (interim to full-time)</p> <p>5 teachers new to the school</p>	<p>Specific Supports for these Teachers:</p> <ul style="list-style-type: none">• Literacy Coach• New Teacher Orientation (admin follow-up)• Quarterly meetings with AP• Grade Level Liaisons
<p>Number of Teachers in Years 2 and 3:</p> <p>5</p>	<p>Specific Supports for these Teachers:</p> <ul style="list-style-type: none">• Literacy Coach• Grade Level Liaisons• Team meetings• CLTs• Guidance Counselor• Open door policy with administration

School Improvement Budget (0058)

Purchase	Content/Focus Area	Budget
Materials for grades K-5 to support instruction and learning	ELA, Math, Science	\$5,000
Materials for grades K-5 to support instruction and learning	Social-Emotional/Behavior/ Mental Wellness	\$1,500
Materials for grades K-5 to support instruction and learning	Technology	\$1,500
Professional Development	Learning for teachers through webinars, professional developers, or professional books across content areas	\$5,000