Status Report

2016-17
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Transformation Zone

Proficiency Target

40% E/LA

Our goal is have 40% of all scholars scoring Level 3-5. Decrease the number of scholars Level 1& Level 2 by 50%.

Execute

Principal
1/2/3/4/5/6/7/8/9/10
Asst. Prin
1/2/3/4/5/6/7/8/10
Coaches
1/2/3/4/5/6/7/8/9/10
Teachers
1/2/3/4/5/6/7/8/9/10

Baseline Assessments

FSA 2014 & 2015
SAT-10 2014 & 2015
Total Number of Gifted

Strategy

1. Instructional Model
2. PLC
3. Bi-Weekly Assessments
4. Data Analysis
5. IRLA
6. PD around standard-based instruction
7. Classroom observations
8. Detailed Lesson Plans
9. MAP Assessments
10. Tracking

Data

1,678 tested
1,531(3rd grade AA) 72,75, 74% at Level 1 & 2
F(2), D(3), C(2)

Feedback

1. Why did Maximo have **75.4%** of all 1st graders scoring at Stanine Level 4-9?
2. Why does **Sandy Lane** have negative 2 & 3 year trend data in 1st grade E/LA?
3. Why did **Maximo's** E/LA in 1st and 2nd grade improve by almost 20% in both grades?
4. Why did **Campbell Park** have the highest number of scholars scoring Level 1 in 3rd grade?
5. Why are there only **10** scholars in all of the schools scoring at a Level 5?
6. Why are there only **36** scholars receiving gifted services in all of the schools?
7. Why are **72%** of 3rd grade African-American scholars scoring at a Level 1 or Level 2?
8. Why did **Lakewood, Campbell Park, High Point, and Sandy Lane** regress in certain grades?

TRANSFORMATION ZONE

Transformation Zone

Proficiency Target

50% Math

Baseline Assessments

FSA 2014 & 2015
SAT-10 2014 & 2015
Total Number of Gifted

Data
1,678 tested
1,531(3rd grade AA)
62, 66, 71% at Level 1 & 2
F(2), D(3), C(2)

Feedback

1. Why did Fairmount Park have **76.5**% of all 1st graders scoring at Stanine Level 4-9?
2. Why did **Sandy Lane** have a negative 2nd & 3rd year trend data in 1st grade Math?
3. Why did **Campbell Park, High Point, and Sandy lane** have a regression in 2nd grade proficiency levels?
4. Why did **Campbell Park & Lakewood** have the highest number of scholars scoring at Level 1 in 3rd grade?
5. Why did all of the schools increase their proficiency rate in 3rd grade?
6. Why did **Melrose** have the lowest proficiency rate in 4th grade?
7. Why did **Maximo & Sandy Lane** increase proficiency by 20% in 5th grade?
8. Why was **Maximo** the only school that improved in 2nd year trend data in grades 3-5?
9. Why did **Campbell Park & Sandy Lane** have negative 2-year trend data in 4th grade?

Our goal is have 50% of all scholars scoring Level 3-5. Decrease the number of scholars Level 1 & Level 2 by 50%.

Strategy

1. Instructional Model
2. PLC
3. Bi-Weekly Assessments
4. Data Analysis
5. Eureka
6. PD around standard-based instruction
7. Classroom observations
8. Detailed Lesson Plans
9. MAP Assessments
10. Tracking

Execute

Principal
1/2/3/4/5/6/7/8/9/10
Asst. Prin 1/2/3/4/5/6/7/8/10
Coaches
1/2/3/4/5/6/7/8/9/10
Teachers
1/2/3/4/5/6/7/8/9/10

TRANSFORMATION ZONE

Transformation Zone

Proficiency Target

40% Science

Our goal is have 40% of all scholars scoring Level 3-5. Decrease the number of scholars Level 1 & Level 2 by 50%.

Execute

Principal
1/2/3/4/5/6/7/8/9/10
Asst. Prin
1/2/3/4/5/6/7/8/10
Coach
1/2/3/4/5/6/7/8/9/10
Teachers
1/2/3/4/5/6/7/8/9/10

Baseline Assessments

F-CAT 2014-2015
Total Number Tested
School Grades

Strategy

1. Instructional Model
2. PLC
3. Bi-Weekly Assessments
4. Data Analysis
5. Science Lab
6. PD around standard-based instruction
7. Classroom observations
8. Detailed Lesson Plans
9. MAP Assessments
10. Tracking

Data

464 tested
73% at Level 1 & 2
F(2), D(3), C(2)

Feedback

1. Why did 41% of all scholars at Sandy Lane pass the assessment?
2. Why did **Lakewood** experience a 15% proficiency drop in one year?
3. Why did **Sandy Lane & Maximo** have a 10% proficiency increase in one year?
4. Why did **5 schools** see an increase in proficiency?
5. Why are 73% of all 5th grade African-Americans scholars scoring at a Level 1 or 2?

TRANSFORMATION ZONE

Academic Summary

What's working

1. **Use of technology-** Smart boards, Computer Labs, Classroom Computers

2. **Coaches staffed at school-level**

3. **Primary grades-** 1st and 2nd grade growth throughout the school year

4. **Science Labs** being utilized to support classroom instruction

Targeted Areas for Improvement

1. Instructional model focused on differentiated instruction and scholars owning the learning.

2. Instructional Focus Calendar outlining specific standards and tracking progress **(completed by content coaches in July; all schools received a copy of the calendar by grade)**

3. Bi-weekly Assessments **(First bi-weekly will be on August 26th TZ coaches will create and provide a copy for each school)**

4. NWEA MAP benchmarks utilized to drive instructional alignment to the standard **(ALL schools received initial training the week of July 27-29th) Benchmark #1 Sept 26- Oct 6; Benchmark #2 Dec 5- Dec 15; Benchmark #3 Mar 1- Mar 10**

5. PD for teachers that are struggling with RIGOR and FL Standards **(ALL schools participated in a staff retreat July 27-29th) PD focused on reading strategies, math strategies, and culture/climate strategies**

6. **LSI partnership** with Fairmount Park, Maximo, and Melrose to track standard based instruction underway.

7. Partnership with **PCTA** to support professional development and family engagement. (staff member added in August)

Transformation Zone

Proficiency Target

95%

Decrease the number of scholars with 10% or more absences by 50%.

Execute

Administration Team 1/2/3/4/5/6
Guidance Counselor 1/2/4/6
Family Specialist 1/2/
Secretary (SMS) 2
Family Navigator 5/6

Baseline Assessments

Monthly Attendance Data

Data

Yearly attendance average for each school would go here

Feedback

Strategy

1. Parent Workshops.
2. Track chronic absences.
3. Parent-Link phone call home.
4. Weekly homeroom incentive for highest attendance rate.
5. Home visits.
6. Connect with outside agencies.

1. Why did **Maximo** have the lowest % of scholars with 10% or more absences?
2. Why did **Campbell Park** have the highest % of scholars with 10% or more absences?
3. Why did schools experience an increase in absences during October?

TRANSFORMATION ZONE

Student Attendance

What's working

1. Family Navigators completing home visits for schools.

Targeted Areas for Improvement

1. Improve response for scholars with high absence rates.

2. DMT identifying scholars with elevated absences.

3. Conduct parent workshops for scholars with elevated absent rates.

4. **TZ MTSS** will host PD topics for schools and community centered around family engagement.