

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?

According to I-ready Diagnostic 2 and the Science Cadre, all subject areas have made progress towards achieving the school goal of a 54% or higher. The school culture is created by a data driven environment wherein teachers and students are tracking/monitoring progress as outlined by all IFC's. Each subject has a targeted system and procedures for targeting content area proficiencies.

ELA: Based on I-ready Diagnostic 2, 50% of students are predicted to be proficient on the FSA ELA.

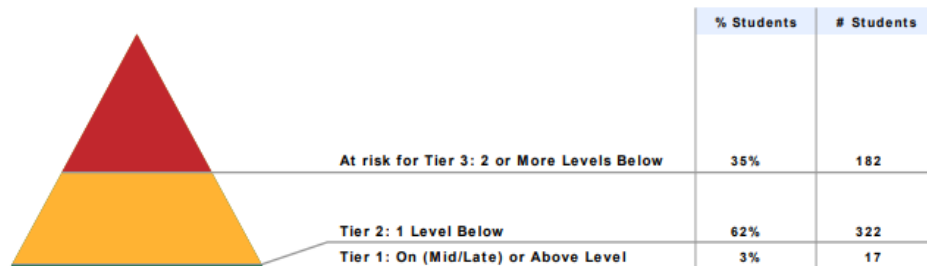
Math: Based on the I-ready Diagnostic 2, 65 % of students are predicted to be proficient on the FSA Math.

Science: Based on the Cadre 8 Baseline Assessment, students made a 41% increase.

Diagnostic 1

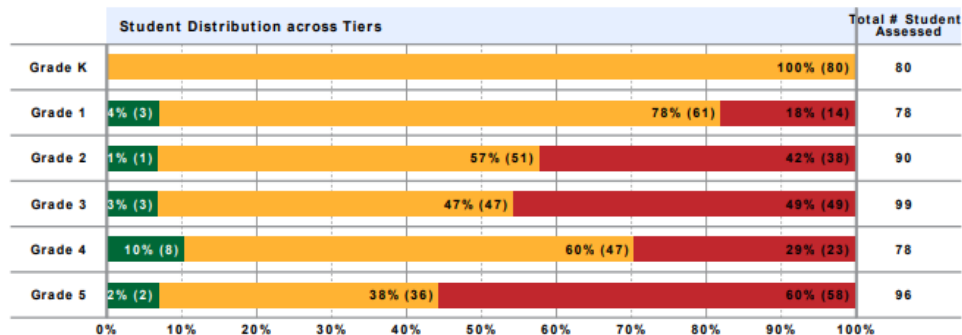
School Summary

521 out of 561 Students Tested



Detail by Grade

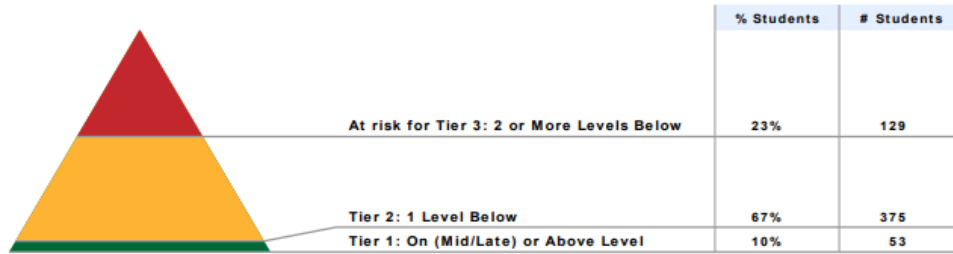
■ Tier 1: On (Mid/Late) or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below



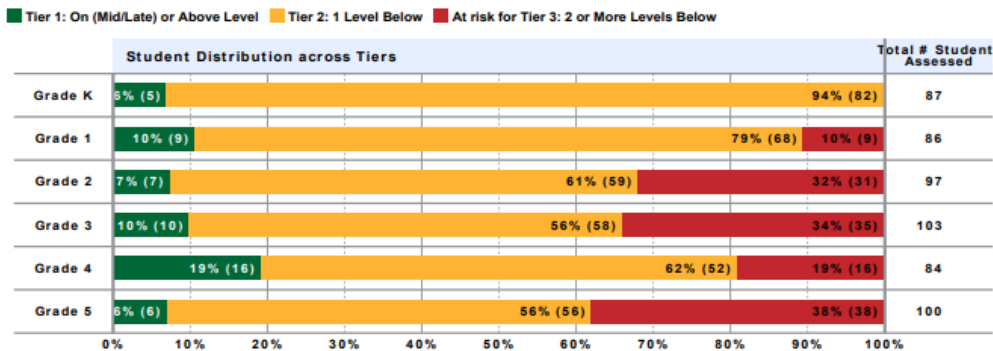
Diagnostic 2

School Summary

557 out of 561 Students Tested



Detail by Grade



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

Using data to align instruction and utilizing a variety of resources is a barrier that currently exists.

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

Classroom walkthroughs will be monitored on daily basis utilizing the in-house observation tracker. This system will provide an overview of support being provided to tiered teachers. In addition to allotted planning time, monthly PLC's are provided to increase collaboration and lesson plan development.

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 barriers have been reduced all teachers received i-Ready and ELA training on how to effectively administer i-Ready Diagnostic Assessments. In addition, teachers use the Toolbox to provide interventions to ensure the students' academic needs are being meet. Using the i-Ready Online Usage we are able to track and monitor the student progress and make curriculum adjustments.

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?

Yes, the strategies are being implemented with fidelity because teachers have been trained on how to utilize i-Ready to monitor the progress of their students. Each student has a weekly goal based on his or her learning path to achieve 45 minutes of i-Ready with a 75% pass rate. In addition, the teachers track the students' progress weekly and if they meet the weekly goals, they are awarded an i-Ready Buck. Furthermore, data chats are conducted with teachers after each standard mastery assessment to identify what misconceptions need to be addressed based on the student performance.

4. What are your benchmarks for success?

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

Grades K-5 i-Ready Math and Reading Diagnostic Assessments are completed three times a year. Each grade level is aligning instruction with the IFC to teach all Florida Standards. Students are progress monitored and remediation is administered to contribute to them reaching the next benchmark.

B. What is your desired state?

Our desired state is to meet the SIP Goal of 54 % or higher by May 2019. Our desired state is for all students to increase their level to the next third diagnostics to be on target.

C. What gaps exist between your current state and your desired state? Ensure that all standards are taught prior to state assessment.

Based on data graphs indicated where students were performing as they are entered the current grade level significantly below the i-Ready benchmark. Based on i-Ready Diagnostic Assessment 2 data student progress is increasing.