

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 structures in place for supporting our students in ELA are as follows:*

1. *Uninterrupted time for the ELA block in grades K-5.*
2. *Utilization of the District's recommendation for the Effective Math Block model for math instruction in each grade level.*
3. *Departmentalization for grades 4 and 5 to help support new teachers and supply concentrated content instruction in all content areas.*
4. *Pull out support for ELL students classified as none English or Limited English speakers to provide community of learners and instruction of academic vocabulary for success in the classroom.*
5. *Push in model for students identified as ESE.*
6. *Additional intervention support for students identified in the lowest 30th percentile.*
7. *Additional intervention support in math for students needing remediation of skills in computation.*

B. *According to our 2nd iReady Diagnostic assessment and the 2019 BSA our overall ELA, Math, and Science scores are lower than our goals.*

C. *Our plan moving forward is to analyze individual student data in grades 3,4, and 5 and target students for additional intervention instruction and utilized support staff through a push in model to student's classrooms daily. We are also shifting our grade level PLC focus from Professional development to data driven instruction and planning. Our 5th grade teachers will be hosting an afterschool FSA tutoring bootcamp for all 5th grade students. Our ASD coaches will be providing FSA camp after school for our ASD students. There will also be Extended Learning Opportunities available after school for students in 3rd and 4th grade.*

Our school also received the Language Enrichment Camp grant and will be providing a 6-week ELA camp for ELL students with language proficiency at levels 2-4 in grades 3,4, and 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?*
- 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.
 1. *Our attendance plan is working, and our school Social Worker is addressing student attendance issues.*
 2. *We have several new teachers to our school (22) and had a teacher in 5th grade leave mid-year. In addition to the TIER program with the district for support, we developed an on-site New Teacher PLC which meets regularly to support, inform, and train, new teachers on the various school initiatives and teaching pedagogy.*
 3. *New materials in the Science content area and a gap year in instructional materials for math have been a barrier. We have provided Professional development through in-house instructional coaches, district personnel and provided release time for District training off campus.*

B. *In math, there is evidence through walk-throughs and evaluations that teachers are utilizing the new resources provided by the math department via the Canvas Course in conjunction with the effective math block. In science, there is evidence through walk-throughs and evaluations that teachers are utilizing the new resources provided by the science department via the Clever. The Science Coach is providing push-in support to 4th and 5th grade teachers during inquiry lessons and is collaboratively planning with grades K-5 for standards-based 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. The additional intervention instructional push-in support by the support staff is based on the analysis of the mid-year assessment data and will be designed to meet the grade level and student needs.

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. The progress toward our goal will be to help students make gains and proficiency in all content areas based on their individual needs.

B. Our desired state is to improve our overall proficiency in each content area by 5%.

C. Currently, our ELA proficiency percentages according to our mid-year iReady Diagnostic are as follows: 3rd grade 45%, up from 29% on FSA last year, 4th grade 17%, down from 33% on FSA last year, and 5th grade 26%, down from 36% last year.

In math, our current proficiency percentages based on the mid-year iReady Diagnostic are as follows: 3rd grade 34%, down from 36% on last years FSA, 4th grade, 28%, down from 47% on last years FSA, and 5th grade 47%, compared to last year's 49% on the FSA. All these predictions are based on if they were to take have taken the FSA during the mid-year (December).

Currently, our 5th grade proficiency scores from the 2018-19 BSA for science show that we are at 19% as compared to 32% on the 2018-19 Science FCAT.

**** Each of these predictions show that we are making growth for mid-year but we want to continue to support the learning and growth to not only meet, but exceed our goals in proficiency this year.*