



SCHOOL IMPROVEMENT MID-YEAR REFLECTION

EAGLE POINT ELEMETARY SCHOOL

JANUARY 2019

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?

- 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?*
- What are the gaps that exist between your current state and your desired state?*
- How will you address them between now and the end of this school year?*

Current assessment data shows that Eagle Point Elementary is making progress towards our annual goal of increasing overall ELA proficiency as measured by the Florida Standards Assessment. According to BSA data, overall proficiency for students in grades 3-5 is 66.1%. This is a 5% increase from last year. The current gaps that still exist relates to our Student with Disabilities subgroup. Current BSA data shows a 3% drop in proficiency when compared to 2018 data. School leadership will revisit strategies to maximize available support including extended learning opportunities via camps, iReady intervention and increased monitoring of data through ESE PLC groups.

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.)

- What evidence do you see that a barrier has been reduced or eliminated?*
- What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?*
- If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?*
- Did you identify other barriers that could serve as effective re- entry points into the plan?*

Some alterable barriers that existed included opportunities for professional development. Instructional staff has received professional development opportunities targeted at improving effectiveness of Tier 2 instruction in reading/math and ESOL WIDA Standards. The PLC process has also been restructured to provide a more personalized and intensive focus on specific subgroups and content area.

3. Are your strategies being implemented with fidelity?

- Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?*

The majority of strategies are being implemented with fidelity. In certain cases, additional support is needed. Additional support may include more intensive in-class support and coaching, assistance with lesson planning and delivery, classroom management and/or social and emotional learning strategies.

4. What are your benchmarks for success?

- How will you progress towards your goal impact student achievement?*
- What is your desired state?*
- What gaps exist between your current state and your desired state?*

Our benchmark for success is improved overall proficiency and learning gains for our lower quartile subgroups. As we progress towards our goals we desire to build and sustain a culture of high expectations for all groups of learners.