

# Broward - 3701 - Rock Island Elementary School - 2018-19 SIP

## Reflection Report - Recorded On:

### Area of Focus

Overall ELA learning gains decreased by 21 percentile points.

### Intended Outcome

Overall ELA learning gains will increase by 25 percentile points from 30% to 55% of students making learning gains.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

### Evidence:

Students are assessed bi-weekly on the academic standards taught and overall proficiency for each grade level determined. Data analysis meetings are held immediately with teachers and data dives conducted to identify strengths, identify common error and misconceptions, and action plans determined to remediate and enrich.

The students have been making steady progress for each assessment. Current school data based on the iReady Diagnostic 2 indicate the following:

3rd grade predicted proficiency - 30% (target is 40%)

4th grade predicted proficiency - 39% (target is 30%)

5th grade predicted proficiency - 37% (target is 35%)

Overall mid-year prediction - 35% (target is 35%)

### Action Steps to be continued, or added, to sustain the Intended Outcome:

Students will continue to be assessed on a bi-weekly basis and immediate data provided. Data analysis meetings will also continue to allow teachers to fully dive deeper into the data.

Students will now be grouped and provided tiered support based on standards that need the most support. Students who continue to show a need for intensive instruction, have been invited to attend to participate in extended learning opportunities. Extended Learning Opportunities began on January 8th, where students receive an additional 2 hour of instruction from 3:00pm - 5:00pm.

Students continue to receive targeted interventions during the extended hour through Reading Recovery initiatives and programs.

With the School Improvement Grant (SIG), we have hired additional educational support personnel to provide academic assistance to students in grades 3-5. Teachers continue to receive professional development on an ongoing basis.

### Area of Focus

Overall math learning gains decreased by 25 percentile points and the lowest quartile learning gains decreased by 40 percentile points.

### Intended Outcome

Overall math learning gains will increase by 22 points, from 44% to 66% and the lowest quartile learning gains will increase by 38 percentile points.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

**Evidence:**

Students are assessed bi-weekly on the academic standards taught and overall proficiency for each grade level determined. Data analysis meetings are held immediately with teachers and data dives conducted to identify strengths, identify common error and misconceptions, and action plans determined to remediate and enrich.

Learning gains are calculated frequently after an analysis of test by test student growth on bi-weekly assessments.

The students have been making steady progress for each assessment. Current school data based on the iReady Diagnostic 2 indicate the following:

3rd grade predicted learning gains - 65%

4th grade predicted learning gains - 44%

5th grade predicted learning gains - 50%

Overall mid-year learning gains prediction - 49% (target is 55%)

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

Students will continue to receive intensive instruction during the extended hour. Students are provided interventions based on their identified area of need.

With the School Improvement Grant (SIG), we have hired additional educational support personnel to provide academic assistance to students in grades 3-5.

Teachers continue to receive professional development on an ongoing basis on delivering quality standards based instruction and analyzing data to identify remediation and enrichment.

Teachers will continue to implement flexible grouping to group students accordingly into instructional groups to provide targeted tiered instructional delivery.

**Area of Focus**

Overall math learning gains for the lowest quartile decreased by 40 percentile points.

**Intended Outcome**

Increase overall learning gains by 38 percentile points in math.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

**Evidence:**

Students are assessed bi-weekly on the academic standards taught and overall learning gains for each student determined. Data analysis meetings are held immediately with teachers and data dives conducted to identify action plans to increase student learning gains. After the administration of the iReady diagnostic, learning gains were identified for each student and targets set.

The students have been making steady progress for each assessment. Current school data based on the iReady Diagnostic 2 indicate the following:

3rd grade predicted learning gains - 69%

4th grade predicted learning gains - 46%

5th grade predicted learning gains - 36%

Overall mid-year predicted learning gains - 31% (target is 69%)

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

The ongoing analysis of data shows that learning gains for the lowest quartile students in grades 4 and 5 need to be increased. The following components are currently in place and will continue:

- 1.) Frequent analysis of data and tracking of individual student progress.
- 2.) Educational support personnel provides tiered support to lowest quartile students.
- 3.) Students participate in Extended Learning Opportunities to receive an additional hour of targeted instruction two days weekly.

- 4.) Fluid grouping with instructional support by coaches.
  - 5.) Coaches provide modeling and small group support to lowest quartile students.
- The following actions steps will be implemented by February 11, 2018.
- 1.) Math Bootcamp provided to lowest quartile students during the Math block for grades 4 and 5. Math Bootcamp is led by Math engineers who provide hands-on math application and builds conceptual understanding of standards.
  - 2.) Math Club established as part of the crunch time plan utilizing "ACZ" questioning and response chaining techniques.

## Area of Focus

Overall ELA learning gains for the lowest quartile decreased by 21 percentile points.

## Intended Outcome

Increase overall learning gains by 21 percentile points in ELA.

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

### Evidence:

The students have been making steady progress for each assessment. Current school data based on the iReady Diagnostic 2 indicate the following:

3rd grade predicted lowest quartile learning gains - 65%

4th grade predicted lowest quartile learning gains - 44%

5th grade predicted lowest quartile learning gains - 50%

Overall mid-year lowest quartile learning gains prediction - 49% (target is 55%)

### Action Steps to be continued, or added, to sustain the Intended Outcome:

With the School Improvement Grant (SIG), we have hired additional educational support personnel to provide academic assistance to students in grades 3-5. Teachers continue to receive professional development on an ongoing basis.

The ongoing analysis of data shows that learning gains for the lowest quartile students in grades 4 and 5 need to be increased. The following components are currently in place and will continue:

- 1.) Frequent analysis of data and tracking of individual student progress.
- 2.) Educational support personnel provides tiered support to lowest quartile students.
- 3.) Students participate in Extended Learning Opportunities to receive an additional hour of targeted instruction two days weekly.
- 4.) Fluid grouping with instructional support by coaches.
- 5.) Coaches provide modeling and small group support to lowest quartile students.

Teachers are actively reviewing data from an interim assessment to identify standards of focus for the lowest quartile group.

## Area of Focus

Teachers continue to need professional development on delivering high quality instruction to increase student achievement, technology integration, and implement activities for increased parent involvement.

## Intended Outcome

Teachers will deliver high quality instruction to achieve school goals and increase student achievement. 2018-2019 School Goals ELA - 35% proficient Math - 52% proficient Science - 40% proficient ELA Learning Gains - 55% ELA Lowest Quartile - 58% Math Learning Gains - 66% Math Lowest Quartile - 68%

**The Intended Outcome for this activity has not been achieved.**

**Desired progress is being made to accomplish the activity.**

**Evidence:**

The students have been making steady progress for each assessment. Current school data based on the iReady Diagnostic 2 indicate the following:

ELA

3rd grade predicted proficiency - 30% (target is 40%)

4th grade predicted proficiency - 39% (target is 30%)

5th grade predicted proficiency - 37% (target is 35%)

Overall mid-year prediction - 35% (target is 35%)

ELA Learning Gains

3rd Grade - 65%

4th Grade - 44%

5th Grade - 50%

Overall prediction - 49% (target is 55%)

Lowest Quartile Learning Gains

3rd Grade - 69%

4th Grade - 33%

5th Grade - 17%

Overall mid-year prediction - 45% (target is 58%)

Math

3rd grade predicted proficiency - 43% (target is 52%)

4th grade predicted proficiency - 44% (target is 52%)

5th grade predicted proficiency - 41% (target is 52%)

Overall mid-year prediction - 43% (target is 52%)

Math Learning Gains

3rd Grade - 75%

4th Grade - 21%

5th Grade - 38%

Overall prediction - 45% (target is 66%)

Lowest Quartile Learning Gains

3rd Grade - 69%

4th Grade - 46%

5th Grade - 36%

Overall mid-year prediction - 331% (target is 68%)

**Action Steps to be continued, or added, to sustain the Intended Outcome:**

Teachers continue to receive targeted professional development in all content areas.

Teachers participate in monthly trainings led by academic coaches and district personnel.

Teachers have had the opportunity to visit other high performing schools to observe implementation of lesson delivery and progress monitoring techniques.

Teachers will continue to meet with academic coaches on a quarterly basis for a full day of planning to adjust instruction focus calendars, analyze data and create quality instructional materials.

Data analysis will continue to be conducted on a frequent basis to analyze data and identify further action steps for remediation and enrichment.

With the purchase of 6 Recordex, 100% of teachers are utilizing blended learning to through technology integration. Professional development will be conducted on February 26th on utilizing Canvas in the classroom and February 19th focusing on using Recordex for instruction.