Mid Year Reflection 2018-2019

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. Structures/systems in place create predictable environments and support our SIP Plan by utilizing best practices, such as Professional Development, ELO tutoring, PLC’s, and incorporating intervention programs focused on Reading, Math, and Science.

B. Gaps existing between our current/desired state consist of academic challenges and teachers familiarizing themselves with content alignment of Florida State Standards and intervention tools and programs.

C. These concerns will be addressed between now and the end of the school year through improvements in our RTI academic process and adding additional PLC’s and Professional Development with a focus on standards alignment. Half day academic planning sessions are also scheduled for certain grade levels.

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. Evidence indicating barriers have been reduced/eliminated are as follows:

Grade 3 ELA: 62% of students on grade level (iReady D2) up 22% from D1

Grade 4 ELA: 44% of students on grade level (iReady D2) up 17% from D1

Grade 5 ELA: 37% of students on grade level (iReady D2) up 9% from D1

B. Currently, there is no evidence indicating barriers are wide reaching.

C. Currently, our progress towards eliminating barriers is sufficient and monthly progress monitoring in Reading, Writing, Math and Science is ongoing.

D. Barriers that could serve as re-entry points into the plan consist of student/staff

Attendance, staff development, and Tier 1 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. Decisions were made to intensify strategies based on iReady D2 and upcoming BSA results. These results enabled us to target weaknesses among specific standards and identify specific students requiring remediation. Additional skills groups have been created through the utilization of school-based coaches and ELO tutoring.

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?

Benchmarks for success are as follows:

\*By June 2019, the percent of students proficient in Math will increase from 56% to 59%.

\*By June 2019, the percent of students proficient in Reading will increase from 48% to 51%.

\*By June 2019, the percent of students proficient in Science will increase from 47% to 50%.

A. We will progress towards our goal of impacting student achievement by continuing ELO tutoring, staff development, PLC’s, and intensive standards-based pullout groups.

B. Our desired state is to increase in Math by 3 percentage points, increase in Reading by 3 percentage points, and increase in Science by 3 percentage points.

C. Gaps existing between our current/desired state are in strategic intensive interventions being implemented in Reading and Math.