**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. Many structures and systems are in place to create predictable environments and a school climate that support our SIP goal. Weekly RtI meetings including an updated RtI monitoring checklist has been implemented to assure that the correct interventions are being done for the correct students. Intervention is being done earlier as research shows that early intervention is the most successful. LLI is being used for 72 first and second grade students in addition to researched based interventions in the classroom to increase reading ability in the primary grades. A phonics plan was created and taught to primary teachers. Teachers are now implementing this plan within the classroom to reduce the number of students that need phonics intervention in the intermediate grades.*

*Class consultations were implemented as well. These consults are done to review data with individual teachers including all intermediate teachers to review students in the lowest quartile and assure that all interventions and remediation is being done.. Coaches and administration monitor the data of all lowest quartile students and meet with teachers as necessary.*

*All students in the after school program in grades 3-5 are being tutored Monday through Thursday from 3:00- 4:00pm. Language Enrichment Camp begins this week to target our ELL students in third through fifth grade. We will be hosting 6 Saturday camps for tutoring that will also target our third through fifth grade students.*

*Coaches and administration work collaboratively to monitor data and implement coaching and action plans for teachers.*

*B. The Phonics Plan that is being implemented will take 3 years to see an increased phonics scores in our 3rd grade students. Teachers need to commit to teaching phonics explicitly. Teachers need to ensure that they are completing interventions with fidelity.*

*C. Professional development will be given to teachers. Coaching will be given to teacher . Interventions will be monitored in the classroom as well as RtI meetings. .*

**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. Incorporating science and social studies into the ELA block has reduced a scheduling barrier. Teacher schedules were modified through individual teacher meetings after receiving professional development on reading through the content areas as well using Instructional Focus Calendars that incorporate reading, science, and social studies.*

*B. Based on the high number of ELL students and limited number of students that have been exposed to school prior to attending Meadowbrook, intense phonics is needed for most students.*

*C. Intermediate teachers that are departmentalized are struggling to incorporate balanced literacy, reading through the content areas and interventions. Departmentalization will be taken out of the schedule for the 2019-2020 school year.*

*D. Proper phonics and intervention implementation needs to be done with fidelity.*

**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?*

*Best practice 1, PLCs, are being intensified by having support staff and administration assigned to PLC meetings to support and help structure PLC meetings. This decision was made based on teacher feedback of the PLC process. Best practice 2, RtI, will continue with the modifications that were made for this school year. More students have been identified, parents have been in constant communication with the RtI team, and less students are being evaluated through the school psychologist. Data being recorded on One Drive will remain the same and data chats have been intensified. An action plan was given to all 3-5 teachers to review data, create a plan, and meet with administration to review this plan.*

**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. Progress towards our goal will increase student achievement for lowest quartile students as well as ESE and RtI students. Over time student achievement in grades 3 through 5 will increase due to the intensity of systematic phonics being done in grades k-2. Overall student achievement will increase in reading and math.*

*B. All students that need RtI will be identified and provided interventions with fidelity. Meadowbrook will receive an increased B letter grade with more points overall as well as increased points in lowest quartile and learning gains.*

*C. Improve instructional strategy in the area of phonics, the interdisciplinary approach, and interventions.*