SCHOOL IMPROVEMENT MID-YEAR REFLECTION 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. The following structures and systems are in place to support a strong school culture that supports our SIP goals:
   - Weekly team/PLC meetings in which student data is analyzed and interpreted to drive instruction
   - Weekly support team meetings in which school data is reviewed
   - Weekly RtI meetings with a well-established team that provide effective academic/behavior interventions
   - Weekly collaborative planning sessions that allow teachers opportunities to focus on curriculum planning

B. Gaps that exist include:
   - A deeper understanding of small group instruction that provides authentic & differentiated instruction that places greater emphasis on complex text
   - Rigorous math instruction that supports grade-level standards

C. These gaps will be addressed by:
   - Further professional development opportunities
   - Continued support from administration and leadership team

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. The following barriers have been reduced:
   - The utilization of student data to drive and differentiate instruction
   - The implementation of effective academic and behavior intervention to support struggling learners

B. By reducing these barriers, effective instructional practices will lead to a continued increase in student learning.

C. N/A

D. N/A

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. Several strategies are being implemented with fidelity. However, limited staff and a demanding district/state assessment calendar has impacted instructional time in classrooms. It is evident through

classroom observation, PLC discussions, and student data that a deeper understanding of small group instruction is needed to allow this instructional practice to occur consistently and authentically in classrooms.

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. Currently, extended learning opportunities are being offered to struggling students in grades 3, 4, and 5. Student data such as BSA, BAS, and i-Ready reports will continue to be monitored by school leadership and instructional staff. Instruction will be adjusted based on the interpretation of this data. Classroom instruction will continue to provide students with authentic, rigorous activities. Instruction and activities will continue to be aligned to grade level standards and mastery of these standards will be monitored.

B. Our goal is to increase student achievement for all learners with a specific focus on closing learning gaps for students in RtI. Our goal is to also see learning gains for students in grades 4 and 5.

C. Below is our overall FSA (2017) proficiency

*School leadership along with 4th and 5th grades teachers will participate in data analysis to determine areas in which students are struggling in math. This session will provide support for teachers in prioritizing student needs and developing instructional practices to support learning growth in math.

	ELA			MATH			SCIENCE		
Achievement Proficiency (0% - 100%)	17-18 FSA	**18-19 Mock**	18-19 Goal	17-18 FSA	**18-19 Mock**	18-19 Goal	17-18 FSA	**18-19 Mock**	18-19 Goal
	31%	40%	43%	42%	51%	46%	18%	11%	36%
Learning Gains (0% - 100%)	17-18 FSA	**18-19 Mock**	18-19 Goal	17-18 FSA	**18-19 Mock**	18-19 Goal			
	43%	63%	59%	53%	62%	55%			
Lowest Quartile Learning Gains (0% - 100%)	17-18 FSA	**18-19 Mock**	18-19 Goal	17-18 FSA	**18-19 Mock**	18-19 Goal			
	53%	59%	70%	54%	43%	70%			

A-62% OR GREATER, **B**-54% - 61%, **C**-41% - 53%, **D**-32% - 40%, **F**-31% OR LESS

TOTAL POINTS PREDICTED	PERCENT OF POINTS (out of 700)	SCHOOL GRADE PREDICTED
329	47%	C